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ABSTRACT

This document, the third volume of the summative evaluation of "Man: A Course of Study" (MACOS), describes and evaluates the interviews which were conducted with MACOS students and teachers during the 1974-75 school year. Project staff members conducted and tape recorded 20-minute interviews with teachers and small groups of students three times during the school year in order to discuss course content, explore perceptions related to social studies courses, and encourage personal interaction between researchers and study participants. Transcripts were made of all taped interviews and all remarks or questions were identified by interviewer (I), teacher (T), or student (S). Code numbers were assigned to teachers and schools to preserve anonymity. Teachers were asked about problems and pleasures of teaching social studies, controversial issues, values derived from social studies courses, interactions with principals and other teachers, and inservice social studies workshops. Students were asked about social studies course relevance to their lives, knowledge of and attitudes toward other peoples' customs, and the advisability of studying controversial subjects in elementary school. Analysis of tallies of data from interviews indicated that teachers in both groups had problems working with groups of students and felt that additional inservice training would be helpful. Although students developed similar social studies skills, inquiry skills, and attitudes toward other cultures in both MACOS and non-MACOS classes, MACOS students tended to express a more favorable attitude toward social studies. Summary tabulations and figures are presented. (Author/DB)

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A LONGITUDINAL STUDY

OF

MAN: A COURSE OF STUDY

VOLUME III

INTERVIEWS

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V. INTERVIEWS WITH STUDENTS AND TEACHERS

A. Development, Conduct and Coding of Interviews

1. Purposes

Interviews were conducted with students and teachers three times during the 1974-75 school year while MACOS was being taught.

. late November/early December, 1974

. late February/early March, 1975

. late April/early May, 1975

In addition a follow-up interview was conducted in October, 1975 with samples of students from each 1974-75 class.

The interviews had several purposes. The interviews with students provided a means of monitoring classes to keep the study abreast of course content, as students saw it. The interviews also served the purpose of exploring student and teacher assertions, beliefs, and perceptions and to get examples of what respondents meant when they made summary statements or used descriptive terms or labels. They also made it possible to investigate hunches or issues that arose from previous interviews and experience with the classes. They provided an alternative to paper and pencil instruments, and for students at least, became the most enjoyable part of the study. They also served to give the study a form of credibility with many teachers and students who appreciated the personal albeit professional interaction.

2. How interviews were developed

Procedures for developing teacher and student interviews for each site visited started with a listing of objectives and proposed questions for accomplishing the objectives. These lists were distributed to staff and consultants prior to a planning conference.

Objectives and interview questions were then reviewed, analyzed, criticized and debated at a day-long planning conference of staff and consultants. The outcome of the conference each time was a revised list of objectives and attendant interview questions. The latter were further refined.

Student interviews were then pilot tested by the staff with students in the 5th and 6th grade classes in the District of Columbia.[1] If there were alternative ways of posing questions, they were each tested. Piloting served the purposes of verifying interviewing time requirements, allowing final refinement of questions and procedures, and providing staff with training on the specific interviews.

3. How interviews were conducted

The three main sets of interviews with teachers and students during the 1974-75 school year were designed to take 20 minutes per interview.

Interviews both with teachers and with students were tape recorded. Interviews with teachers were of course conducted with the individual teacher. Student interviews were conducted as group interviews, the group being 4 students from each class selected on a random basis without replacement from interview to interview. That is, successive interviews with a particular class drew a different group of four students, except in the case of very small classes. In those cases, some students of necessity participated in more than one interview during the year. In non-graded classes, samples were stratified between 5th and 6th grade level students so that the group contained representatives of both levels. Interviewers were provided with a list of four students and alternates (in case of absences) also randomly drawn for each class prior to departing on a site visit.

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[1] The Project would like to express its appreciation to the students, teachers and principals who contributed so willingly and helpfully to this vital process.

There were several reasons for interviewing a small group of students. One of course was to economize on time. The principal reason, however, was that in getting students to describe features of their social studies program and other courses, it was important to have the advantage of collective memories, both to extend the range of recollections and to correct mistaken recollections or emphases.

The risks and limitations of the procedure with student interviews are important and for the most part obvious.[2] Overall, the advantages outweighed the disadvantages. Subsequent review of transcripts of interviews generally supported that assessment.

Students were always told that they had been selected randomly (it's like drawing names out of a hat). They were also assured each time that the interview was private, that their teacher would not hear what they said. Any student who did not want to participate in an interview was excused and replaced by an alternate student, whose name had been previously (randomly) selected.

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[2] They did, however, almost always want a replay of the interview and this was done for a short segment of tape when time permitted.

Teachers, too, were assured of confidentiality, and came to believe that even if they hadn't at the start.

4. How interviews were coded

Transcripts were made of the taped interviews. The format for transcripts was to identify all remarks or questions with the interviewer (I), teacher (T), or a student (S). It was decided not to attempt to identify individual student speakers, (S1, S2, S3, and S4). Reliable identification or recognition, especially with childrens' voices, is difficult at best and often simply impossible. The rule used was to start a new line each time there was a change in speaker. A typical sequence would be:

I:S:S:S:I:S:S

The reader of such a transcript could be assured that adjacent statements identified by S came from different students. The reader could not, however, tell whether the third student (S) statement in the sequence above came from the same person who made the first S statement. The total sequence above could have come from four different students. It could almost certainly not have come from less than two.

Transcribing was done as literally and completely as possible. When it was impossible to distinguish a word or statement (owing to background noise, mumbling, several students talking at once, or a variety of other reasons) a dash was put in the transcript. When the transcriber guessed at a word or phrase, it was put in parentheses. Affect or emotion was not as a rule recorded. Occasionally the transcriber would put parenthetically what appeared to be the expressive component of a statement (e.g., sarcasm) where such information would clearly change the meaning of a statement. Such inclusions, however, were very infrequent.

It was usually much easier to transcribe teacher interviews than student interviews, as can readily be imagined.[3]

Responses to questions that could be reliably coded categorically (Yes, No, Sometimes, etc) by a single person were so coded and the data included in the computer tapes.

Otherwise, most coding was done by three readers who had not been involved in the data collection.[4] The coding process followed a standard procedure with exceptions that will be noted. The following shorthand notations will be helpful:

a. S-1, T-1: Student and teacher interviews conducted in November/December, 1974;

b. S-2, T-2: Student and teacher interviews conducted in February/March 1975;

c. S-3, T-3: Student and teacher interviews conducted in April/May, 1975.

d. S-4: Follow-up interviews with students, October, 1975.

For a particular set of interviews (S-1, T-1, S-3, etc), a code list was prepared in advance and the three coders independently read and coded the same four interviews. A meeting was then held to compare codings; to revise, expand or otherwise modify codes and/or definitions of categories; and to resolve questions of how to handle particular types of variations in interviews.

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[3] Most of the transcribing was done by Ms. Rhona Pullman, who carried out the long and arduous task with unflagging care and devotion to accuracy. She is entitled to a strong expression of thanks and appreciation. Ms. Julie Huff and Ms. Julie Lassiter, who also did transcribing, are due the same appreciation.

[4] One was involved in final Follow-up data collection, prior to coding. This coder had not, however, been involved in any interviewing.

All interviews for a set had previously had the name of the teacher and school blanked out and had a code number assigned. Interviews were then arranged in a sequence derived from a table of random numbers. The randomly ordered set was then divided into 5 equal piles. Coder A started with the first interview in pile 1, proceeded in order through that pile, thence through piles 2, 3, 4, and 5. Coder B started with pile 5, and proceeded through piles 4, 3, 2, and 1. Coder C started with pile 3, and proceeded through piles 2, 4, 1, and 5.

This procedure was intended to assure that the coding of any given interview would be done by 2 out of 3 coders with extensive exposure to a range of statements and responses.

With this procedure, the three coders read each interview independently. Following the reasoning underlying the procedure, the criterion was adopted of counting a code for a class for categorical information only if 2 out of 3 coders recorded the same code for that class.

Most code lists included the category "Other". Whenever coders assigned that category number, they recorded key words or phrases along with the code number so that they could eventually be reviewed and reassigned to established categories whenever that was feasible.

Coders did essentially two things. They classified responses into categories and they rated them on previously defined dimensions. The sets of interviews coded under this regime were, in order, S-1, T-1, S-3, T-3. S-2 was handled differently following T-3. T-2 and parts of S-2 were coded by a staff member only for Yes-No kinds of responses. S-4 was coded for content by a consultant.

Ratings of dimensions were of two kinds. A major reason for tape recording interviews was to provide data by which to assess the quality of an interview. Did the interviewer present the question as written on the interview sheet? Did the interviewer subsequently change the intent of the question or lead respondents? Interviewers were trained, but that is no guarantee of standardization of procedure. Therefore four variables were defined relating to quality (and presumably reliability and comparability) of interviews. Each question on each student interview (with the exceptions of S-2 and S-4) was rated by each coder independently on these variables which were:

1. The extent to which the interviewer asked the question essentially as written, with no change in emphasis or intent.
2. The extent to which the interviewer subsequently changed the intent of the question.
3. The extent to which the interviewer at any time suggested or implied correct answers.
4. The number of times the interviewer attempted to keep respondents going actively (e.g., "any other examples or ideas," "anyone else have any suggestions," etc.)

The other types of dimensionalized ratings applied to concreteness or specificity of response, appropriateness to a previous assertion, or to general quality as defined by lack of leading respondents and by adherence to the text of the question. These two characteristics were integrated by each coder into a single rating for certain sets of questions (notably , in T-3).

A few more remarks about the coding employed are appropriate before looking at results. In most sets of interviews, coders recorded only once for a class a category to which remarks or examples applied, even though the teacher or students may have given two or more instances falling in the same category. Moreover, the coding of statements was not based on amount of emphasis or importance given to a statement, or on the frequency of a reported activity within a class. For example, if students in two different classes mentioned seeing films, each class was credited with that activity. The coding did not reflect the frequency of use of films in the two classes. Comparative percentage distributions between MACOS and non-MACOS classes thus depict minimum prevalences of a trait, characteristic or attribute.

When the results of coding were summarized, the procedure for categorized data was to count, in each category, the number of classes in a group in which at least two of the three coders had agreed on the occurrence of one or more statements pertaining to that category. Thus, the count in any single category was an unduplicated count - i. e., no class was counted in a particular category more than once. A class, however, could be coded in several categories pertaining to a particular question. Thus, tests of significance of differences of categories were made only for individual categories, not for a total distribution across all categories.

The general and constantly repeated ground rule was: do not infer anything; stick to what was said, as clarified by subsequent probing by the interviewer. Nevertheless, interviewers varied; statements and precision varied; and coders varied. The procedures and conventions described were intended to minimize the effects of these and other sources of variation within the limits of time and resources. Appendix B gives tables of percentages of agreement among coders for different questions done in different interview sets (S-1, T-1, etc.)

B. Results

Interview findings are presented in two main forms:

. summary tabulations (tables)

. illustrative responses (figures)

The summary tabulations (tables) are percentages of classes (or teachers) whose responses were classified by at least 2 out of 3 coders as falling in each designated category. The percentage in any one category is the percentage of classes in that category relative to the total number of classes for which there were available coded responses.

The illustrative responses (figures) were taken from the transcripts from a random sample of MACOS and non-MACOS classes. The presentations have been edited to remove the possibility of identification of schools, teachers, and students; to delete questions, probes and statements made by the interviewer (to save space); and to eliminate redundancies, excursions into matters unrelated to the question at hand, and the inevitable false starts and back-tracking of natural speech. Consistently attempts were made to retain the meaning of what was said, in the words of the speaker, even at the expense of over-inclusion. It is hoped that the illustrative examples will give substantive enrichment to the categories that were analyzed quantitatively and also that they will serve as a deterrent to oversimplified conceptions of categorized information.

Before proceeding, two critical points about the material to be discussed need to be made.

1. The interview material was analyzed without the benefit of information from the other data analyses. Because the interview data were analyzed independently of other data, it was not possible to link them with achievement or attitude or follow-up measures (except for follow-up interviews). The interviews give profiles which are of inherent interest, but they do not enable the reader to link comments to outcomes. The reader at this point has been able to see the results of other analyses. The project staff, in analyzing the interview results, had not had that opportunity.

2. The interview material is the expression of the beliefs and perceptions of the respondents answering extemporaneously. As such, they contribute importantly to understanding context and courses from the point of view of teachers and their constituents. They cannot, for reasons noted above, be verified by cross-checking with other information.

1. Interview with teachers, November/December, 1974 (T-1)

a. General goals, evidence of success, and minimum expectations

A major objective of this first round of interviews with teachers was to explore their expectations for the social studies courses they were giving.

Most teachers had previously completed a questionnaire which had described six broad emphases social studies might have.[5] Teachers had been asked to select the one emphasis that would best characterize their course if they had to pick only one. The major thrusts described for teachers on the Program Survey form were called:

1. Citizenship Transmission
2. Cross Disciplinary/Humanities/Integrated Concept
3. Inquiry Modes and Processes
4. Self-Actualization
5. The Social Sciences
6. Values

The choice made by the teacher was then used as a basis for asking a series of questions about expectations and teaching strategies. The teacher was reminded of the choice made and then asked:

- What will you look for specifically as evidence of success in this area?
- What are the strategies, methods, and activities you have employed so far that are intended to develop the knowledge, skills and/or attitudes of this thrust or focus?
- Could you tell me what you expect your students to know or be able to do as a minimum by the end of the year?

MACOS teachers did differ significantly from non-MACOS teachers in the choices among categories.

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[5] See Form 57, Program Survey (PS), Appendix A.

Table V-1: Percentages of Teachers Selecting Different Categories of Emphasis[6]

	MACOS (N=47)	Non-MACOS (N=42)
1. Citizenship Transmission	0%	14%
2. Cross Disciplinary/Humanities Integrated Concept	34%	19%
3. Inquiry Modes and Processes	19%	21%
4. Self-Actualization	30%	14%
5. The Social Sciences	15%	26%
6. Values	2%	5%
	100%	99%

$X^2 = 12.743$, $p \leq .05$[7]

MACOS and non-MACOS groups differed in major emphases or goals for social studies selected. Did they also differ in what they would look for as evidence of success in their programs?

Responses to the question of evidence of success were coded according to 9 categories. They were:

1. Results of tests, quizzes, surveys, dittoes, records of what was covered, interviews, etc.
2. Knowledge of facts and/or information about cultures, peoples, places
3. Ability to make comparisons, generalizations, draw conclusions, etc; inquiry skills activities

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[6] Percentages may not total 100 due to rounding.

[7] A note on the computation of Chi-squares: a significance level of .05 for 2 x 2 tables is normally assumed. Generally, Siegel's (1956) guidelines have been followed, except a correction for continuity (-.5N) was always applied for 2 x 2 tables. X^2's for 2 x 2 tables in which N was less than 40 were not computed if any expected frequency (Eij) was less than 5. Siegal, Sidney, Nonparametric Statistics for the Behavioral Sciences. New York: McGraw-Hill, 1956.

4. Improved use of resource materials, library, research

5. Written reports, essays, various forms of written presentations

6. More tolerance toward others' viewpoints, understanding, accepting differences in values, etc.

7. Improved behavior toward peers, social interaction

8. Other

The results of coding classes for this question are shown in Table V-2, which shows percentages of classes classified as describing a form of evidence of success falling in a particular category of evidence.[8] By far the most frequently mentioned form of evidence cited by MACOS teachers had to do with listening, discussing, sharing (Category 4). Those behaviors, along with results of quizzes, surveys, tests, etc., (Category 1) were the most prevalent forms of evidence mentioned by non-MACOS teachers.

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[8] A note on determining significance of differences. The same teacher may be coded in several categories. Therefore, one cannot do an overall X^2 test for all categories. One can test frequencies in a particular category against the remaining number of teachers who did not appear in the category. No tests of the category labelled Other (in this case Category 9) were made as a matter of policy. The significance level of a difference with a category is set according to the number of tests that could be made, in order to maintain a tablewise significance level of .05. Thus, in Table V-2, one can make 8 tests. To maintain a significance level of .05 overall for the number of possible tests if the data in different categories were perfectly uncorrelated, the procedure used was to set the significance level of any one test at .05/n (n = number of categories, less Other). In the case of Table V-2 the significance level is .0071 (.05/8 = .0063). Tests of differences in some other tables will be even more stringent where there are more categories.

The procedure employed raises the issue of the trade-off between significance level and power. For a fixed sample and effect size, power decreases rapidly as the significance level becomes more stringent.

Table V-2

Percentage of Teachers in Different Groups Who Gave One or More Responses That Were Coded in a Category Evidence of Success[1]

	1	2	3	4	5	6	7	8	No. of Tchs.	Ave. # Cat's per tch.
MACOS	11		67	4	4	31	31	18	45	1.7
Non-MACOS	32	8	42	8	13	24	18	11	38	1.6
Weighted Total	20	4	55	6	8	28	25	14	83	1.7

1. All percentages are rounded to the nearest whole number.
2. Category Designations (see text also)
    1. Results of tests, survey, quizzes
    2. Factual knowledge and/or cultural information
    3. Inquiry skill activities
    4. Improved use of library resource materials
    5. Written presentations
    6. More tolerant, accepting of other's values
    7. Improved social interaction
    8. Other

On a category-by-category basis, there were no significant differences between the MACOS and non-MACOS groups, despite some disparate appearing percentages. Teachers within both groups, however, often differed one from another with respect to the kinds of evidence they said they would look for.

It may be more useful to some readers to see specifically what teachers said. Figure V-1* gives the responses made by the two samples of teachers to the question of what they will look for as evidence of success (with transcripts edited as described earlier).[9] The major groups in Figure V-1 are of course MACOS and non-MACOS. Classes were numbered arbitrarily 1, 2, 3, ... etc. in these sets. It seems apparent in Figure V-1 that, if one did not know the classification of the teacher (MACOS, non-MACOS) one might have only chance success in classifying teachers.

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* For a sample of 83 and an effect size of .10 (a medium effect size in Cohen's terms the power of X^2 for the 5% level of significance is about .32, (to the extent that Cohen's tables are approximately applicable to the non-experimental situation). (Cohen, Jacob. Statistical Power Analysis for the Behavioral Sciences. New York: Academic Press, 1969). At the 1% level, it is about .62. In simple words, the more stringent the significance level, the less likely one is to detect an effect of a given amount. There may be a real different but the chances of detecting it diminish. The other side of the argument is: how much of a difference (here, an effect size is important? Consider a sample of 79 cases (see e.g., Table V-4. For a X^2 of 3.841 (the critical value for a 2 x 2 table at the .05 level), the reliable variance accounted for by group membership is about 5%. This is equivalent for the sample to a fourfold point product moment correlation coefficient of .22 (Cohen, Op. cit., p. 217). A Chi-square of 8.391 (significant at the .0039 level) is equivalent to about 11% of the variance of classification in a given category being accounted for by group membership for this sample. By and large, depending on the number of tests that could be made, the significance criterion procedure followed in this study will identify cases in which about 9% or more of the variance of classifications in a category (a correlation of about .3) is associated with group membership (MACOS, Non-MACOS, for example).

In the spirit of inquiry, however, we will identify as "suggestive" comparisons whose Chi-square has a probability of .02 or less, but greater than the Bonferonni significance level. For our sample sizes, this will amount to variances accounted for of roughly 5-9%, depending on the size of the Chi-square and the N.

*See pages V-146-V-152.

It should be noted here these same classes will be used to illustrate other characteristics of classes throughout the study as elicited through interviews. The order of classes, however, in each set has been scrambled according to a table of random numbers. Therefore, the reader cannot tell, from set to set, which statements come from a particular class by trying to match numbers.[10]

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[9] To provide a range of districts, classes were listed in order. Sampling was then systematic with a random start. The essential point is that classes were not chosen to be presented in Figures on any basis related to quality of response, quality of program, type or content of program (other than MACOS, non-MACOS), etc.

[10] A strong caution is worth repeating here: A value judgment about the illustrations given is not made or implied. The original purpose of the interviews was to increase understanding of the characteristics and contexts of MACOS and of other social studies courses. The profiles presented from analysis of interviews help answer the questions: a) if one gives MACOS, what are characteristics that one may expect in varying degrees in a population? b) in what ways are such characteristics similar to or different from characteristics one may find in other programs, on the whole? The illustrative comments give concreteness and specificity to the profiles. In this inquiry interest was in similarities as well as in differences, and in specifics as well as tendencies.

Following the question about evidence of success, teachers were asked:

. What are the strategies, methods and activities you have employed so far that are intended to develop the knowledge, skills and/or attitudes of this focus or thrust?

Interviews were coded according to 13 categories:

1. Inquiry skills activities (comparing, questioning, analyzing, etc.)
2. Use of audio-visual materials (films, filmstrips, records, etc.)
3. Map and globe activities
4. Dittoes, worksheets, work-books, tests, answering questions written on the blackboard, or in the book, etc.; generally discrete and specific tasks or activities
5. Reading (silent or oral)
6. Discussion/group activities (unspecified)
7. Specific interpersonal activities (Magic Circle, class meetings, sensitivity sessions, etc.)
8. Art work, projects
9. Games, field trips
10. Research/library (usually very specific: go to library, look it up, write about it, research it)
11. Writing plays, stories, journals, reports, any written work in classroom; (general, undifferentiated)
12. Role playing, acting in plays, doing dramas
13. Other

Results are given in Table V-3. The average number of categories coded per teacher overall was 2.8 (see last column on right.)

For the two major groups (MACOS, non-MACOS) as a whole, the percentages of teachers mentioning a type of strategy or method were strikingly

Table V-3
Percentages of Teachers in Different Groups Who Gave One or More Responses That Were Coded in a Category of Method or Strategy[1]

Group	Categories[2] 1	2	3	4	5	6	7	8	9	10	11	12	13	No. of Tchs.	Ave. # Cat's per tch.
MACOS	18	24	7*	13	16**	33	18	36	20	18	18	18	13	45	2.5
Non-MACOS	17	31	34*	14	46**	37	14	31	14	23	14	9	20	35	3.1
Weighted Totals	18	28	19	14	29	35	16	34	18	20	16	14	16	80	2.8

*means significant difference; $p \leq .0042$

**means suggestive difference; $.02 > p > .0042$ (see text)

1. All percentages are rounded to the nearest whole number.
2. Category designations (see text also)
   1. Inquiry skills activities
   2. Use of audio-visual materials
   3. Map and globe activities
   4. Dittoes, tests, worksheets
   5. Reading
   6. Discussion/group activities
   7. Interpersonal activities
   8. Art work, projects
   9. Games, field trips
   10. Research in libarary
   11. Written work
   12. Drama, role playing
   13. Other

similar for most categories. Only for Category 3 (map and globe activities) was there a significant difference between the groups. In Category 5 (reading) the difference between these groups was not significant despite the substantial disparities in percentages; it was large, however, and identified as suggestive by the criterion defined earlier.[11]

The principal implication these data suggested was that, with two important exceptions, MACOS and non-MACOS teachers did not otherwise differ markedly as groups in the prevalence of various types of strategies and methods they described. That did not, however, mean that teachers mentioning a type of method or strategy would necessarily implement it in the same way or with the same emphasis or frequency.

Figure V-2 gives illustrative descriptions provided by the sample of respondents described above.* As noted above, the number of a particular respondent is not the same as in Figure V-1.

The last question in the series was what teachers would specifically expect their students to know or be able to do as a minimum at the end of the year. Responses were coded in the following categories:

1. Know about news, current events (e.g., know where places are, who people are, recall of facts)
2. Know about history (content depending on the course) or recall information, knowledge, facts

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[11] Significance level was based on the possibility of making 12 tests. Category 14 (Other) was never included as noted earlier. For 12 tests the significance level is p/n=.05/12=.0042. The critical value of Chi-Square is 8.210 for 1 degree of freedom. The Chi-Square for category 5 (reading) was high (7.849; approximately equivalent to a significance level of .005).

* See pages V-153-V-161.

3. Know about countries, customs, places, cultures, etc.; recall information facts

4. Know about animals; know about life cycles; facts about behavior, etc.

5. Knowledge and appreciation of human behavior, and interrelationships (including improved behavior of students toward each other; increased understanding of self, improved self concept or self-esteem, acceptance of other viewpoints, etc.)

6. Have general inquiry skills (included here are skills in listening, sharing ideas, and discussing subjects, as well as analyzing, comparing, generalizing, drawing conclusions, comparing man and animals, etc.)

7. Improved research/library skills

8. Identify and remember map and globe skills

9. Other

Table V-4 shows percentages of teachers in different groups whose responses were classified in the various categories. Figure V-3 gives illustrative responses (again, the number assigned to a particular respondent was different for those in preceding Figures), (see pages V-162-V-167).

The results were that non-MACOS teachers were more likely to mention knowledge of culture and places, and development of map and globe skills than were MACOS teachers. Many of the MACOS teachers whose answers were classified in Category 6 (Inquiry skills) had mentioned abilities such as comparing animals and man. Also, as noted in the text, Category 5 included knowledge and appreciation of human behavior, often as exemplified by students' improved attitudes towards themselves and each other. More MACOS than non-MACOS teachers mentioned such things as minimum expectations, although the difference between groups in this case was not statistically significant.

Table V-4

Percentages of Teachers in Different Groups Who Gave One or More Response That Were Coded in a Category of Minimum Expectation[1]

	Categories[2]										
Group	1	2	3	4	5	6	7	8	9	No. of Tchs	Ave. # Cat's per tch.
MACOS-Total		2	9*	7	61	53	12	2**	43	43	1.7
Non-MACOS Total	3	19	44*		36	25	14	25**	19	36	1.9
Weighted Total	1	10	25	4	49	41	13	13	18	79	1.8

1. All percentages are rounded to the nearest whole number.
2. Category designations (see text also)
   1. Knowledge of current events
   2. Historical knowledge
   3. Knowledge about countries, cultures
   4. Knowledge about animal behavior
   5. Knowledge of human behavior
   6. Inquiry skills
   7. Improved research/library skills
   8. Development of map and globe skills
   9. Other

*means significant difference at the .0063 level (see text)

**means suggestive difference ; .02 > p > .0063 (see text)

This sequence of questions revealed interesting similarities and differences, within and between groups. The group or conglomerate called MACOS in this study was anything but a homogeneous set of teachers or a program acting as an educational cookie cutter. The same appeared to be true of non-MACOS teachers and other specific curricula. A systematic analysis of groups of teachers using the same basic curriculum was not undertaken, however.

b. What did teachers see as major problems in teaching social studies?

Teachers were asked:

- What do you find to be the most difficult problem you have to deal with in teaching social studies to students at this grade level? Can you give me an example of the problem?

Responses were coded in 9 categories:

1. Reading, writing skills
2. Discipline
3. Quantity or quality of available materials
4. Lack of continuity of program at earlier grade levels
5. Lack of student interest (includes getting students interested and involved; see ing usefulness or relevance of social studies to own lives; lack of interest because materials, terms, concepts are too hard or too abstract[12] etc.)
6. Wide range of abilities, developmental levels, maturity, general inquiry and basic skills, social skills, etc.)

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[12] This point was made by several MACOS as well as non-MACOS teachers.

7. Low priority of social studies, diversion of time to other subjects

8. Lack of clear goals for social studies

9. Other (includes no problems)

Table V-5 gives tabulations of results. Table V-5 showed no significant differentiation between MACOS and non-MACOS in the various categories. What was most apparent in Table V-5 was that the most frequent problems described by teachers had to do with motivation and interest (Category 5), and with the varying ranges of abilities, maturities, and work related skills students bring with them (Category 6). The latter includes listening skills, ability to participate in discussions, ability to work together in small groups, etc.

Figure V-4 gives statements from the sample of teachers chosen to illustrate responses, (see pages V-168-V-175).

Teachers were asked what they would do if they had the power to affect any necessary change (Figure V-4B for each respondent). Teachers had a variety of suggestions. Of the categories used, the most prevalent one for both groups had to do with improving the quality of the program (simpler, more interesting materials, more field trips, more tie-in to the needs and interests of students, etc.).

c. Program Changes from Last Year

To what extent had teachers changed their social studies programs from last year? The question was asked:

Table V-5

Percentages of Teachers in Different Groups Who Gave One or More Responses That Were Coded in a Problem Category[1]

	Categories[2]										
Group	1	2	3	4	5	6	7	8	9	No. of Tchs	Ave. # Cat's per tch.
MACOS - Total	7	5	16	2	32	32	2	5	13	44	1.3
Non-MACOS - Total	11	3	21	3	51	24	5		24	38	1.3
Weighted Totals	9	4	18	2	40	28	4	2	22	82	1.3

1. All percentages rounded to the nearest whole number.
2. Category Designations (See text also)
    1. Reading, writing skills
    2. Discipline
    3. Availability of appropriate materials
    4. Lack of continuity of program
    5. Lack of student interest
    6. Wide range of abilities
    7. Low priority of social studies
    8. Lack of clear social studies goals
    9. Other (includes no problems)

. Does your social studies program differ in any important way from your program last year? If yes, in what way or ways?

Members of the non-MACOS group were somewhat, but not significantly, more likely than MACOS teachers to have changed their programs from last year (62.5% compared to 47.4%) in ways they considered important. There did not appear to be systematic differences between the two groups of teachers in the kinds of changes they were making. The changes described were varied, including:

. changes in content, and/or program (text)

. more activities, projects, artwork

. more audio visual materials

. more inquiry skills oriented

. more interdisciplinary oriented

. more group work

. less group work

Illustrative examples from MACOS and non-MACOS teachers are given in Figure V-5. (see page V-176-V-179).

d. Changes in Programs Since the Beginning of the Year

An analysis was made of responses of teachers to the question:

. Have you changed or modified your social studies program during the year from what you had planned at the start? If yes, what changes have you made and why?

The question was asked in late November or early December of the 1974-75 school year. Members of the non-MACOS group were significantly more likely to

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have made changes than members of the MACOS group (59% compared to 33% for the respective groups). Kinds of changes made, and reasons for them, varied substantially from case to case.

Some examples from MACOS teachers were[13]:

. added history and geography units

. more preliminary group process work to prepare for MACOS due to the kinds of students coming along

. too many students; more paper work and small group activities than planned

. less inquiry due to lack of materials

. MACOS too hard for some students; screened for interest and ability and retained only top students in MACOS

. more structure; abandoned team teaching and group work

. went to large group work when small group work failed

. more study of American history due to students' lack of knowledge

. dropping MACOS after present unit to do American history

. adding and deleting units according to the needs of the class

Some examples from non-MACOS teachers were[14]:

. more activities and concrete projects, less factual matters (a number of teachers)

. less independent work due to reading and behavior problems

. added geography and map skills to increase interest (a number of teachers)

. added supplementary materials

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[13] These are not direct quotations.

[14] These are not direct quotations.

- expanded American history to cover Old World in a more logical, sequential way

- humanized it - student freer to express selves

- going slower due to students' abilities

- changed from reading and audio-visual to oral reading and class discussion

- added values clarification in small groups

- more emphasis on inquiry skills and role taking

- more group work

Teachers, MACOS and non-MACOS, changed what they planned sometimes for reasons of the class they faced, sometimes for reasons of administrative edict, sometimes for reasons arising from changes in times and circumstances. There did not appear to be major differences between MACOS and non-MACOS teachers with respect to kinds of changes cited.

While kinds of changes described by teachers, and reasons for them, seemed similar in both major groups of teachers, at this point, no conclusions or hypotheses could be drawn about why there was a significant difference in what they planned at the start.

e. Parent/Community Pressures

The final question to teachers in this interview was:

- Has there been any pressure from parents or community groups about the content of the social studies program in this school?

Of 83 teachers (47 MACOS, 36 non-MACOS), 9% MACOS and 8% non-MACOS said there had been complaints or pressures of one kind or another.

f. Some Characteristics of Classrooms

At the time teachers and students were interviewed in T-1 and S-1, a tape recording was made of each class. Teachers had been notified in advance that this would be done. An appointment was made and confirmed several weeks in advance with each teacher for the day and hour that an audio tape of his or her social studies class would be made.[15]

For purposes of this report, 10 MACOS and 10 non-MACOS tapes were selected on a random basis from the two total sets and were transcribed. Transcripts were marked to indicate successive 5 minute segments. Two coders then coded each of the transcripts using the Aschner-Gallagher (A-G) System [16] applied to teacher statements only. The procedure was for each coder to do each transcript independently, then meet and reconcile differences by discussion of rationales and re-examination of the transcripts.

Teachers' statements and questions were coded on the many sub-scales under the five major categories: Routine, Cognitive Memory, Convergent Thinking, Evaluative Thinking, and Divergent Thinking. All codes within each major category were then summed for the whole transcript and divided by the number of valid 5 minute segments to give an average frequency per category per segment for each class.

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15. A few teachers, MACOS and non-MACOS refused to allow a tape to be made for various reasons.

16. Anita Simon and E. Gil Boyer (eds), Mirrors for Behavior II: An Anthology of Observation Instruments, Volume A. Classroom Interaction Newsletter in cooperation with Research for Better School, Inc., Philadelphia, Pa., 1970, pps. 3-1-3-6.

The following decision rules were employed. If the final segment was a full 5 minute period, it was included. If it was less than 5 minutes, it was not. There were cases in which a class would break into small groups for part of the class time. Teacher statements during such segments were typically few, and such small group discussion segments were not included in the final calculations. Similarly, segments during which the class was viewing a movie were not included. In one MACOS class, the teacher, after a four minute discourse on current events, turned the class over to a student who read a report. It was then discussed almost entirely by students, with a total of 12 teacher statements for the entire period. In this instance, the whole class was dropped from the final analysis of the data.

Following is a summary of means and standard deviations of number of teacher statements or questions in each category for each group as well as the average number of teacher statements per 5 minute segments. A teacher statement means each different time the teacher spoke, whether a single word, or a paragraph.

Table V-6

Types of Teachers' Statements and Questions, by Group

	Group			
	MACOS(N=9)		Non-MACOS (N=10)	
Category	Mean	SD	Mean	SD
Routine	19.97	6.79	23.08	6.11
Cognitive Memory	7.39	2.96	9.81	2.90
Convergent Thinking	2.95	1.90	3.44	1.55
Evaluative Thinking	.60	.72	.86	.58
Divergent Thinking	1.16	1.01	.58	.50
Ave. # Statements/Segment	18.6	3.5	20.4	3.3
Ave. # Segments/Class	6.4	2.8	5.5	2.2

A multivariate analysis was made with the 5 categories as the dependent variables and group as the independent variable. The Hotelling T^2 was not significant ($F_{5,13}=1.23$, $P \leq .349$), nor were univariate tests of the same categories. There was a significant negative partial correlation (with Group as the partialled variable) between Routine (R) and Evaluative Thinking (E) ($r_{RE.G} = -.62$, $P < .006$). The two categories that came closest to reaching the significance at the .05 level were Cognitive Memory ($F_{1,17}=2.90$, $p=.107$, $R^2=.146$) and Divergent Thinking ($F_{1,17}=2.39$, $p=.141$, $R^2=.123$). Group accounted for proportions of variance ranging from 2-6% in the rest of the categories.

These statistics, however, should not be considered the most compelling statistics obtained. The power of the F-test to reject the null hypothesis for other than very large differences at the .05 level is low with these small samples. These data were viewed as suggestive of certain characteristics of the sample of classes analyzed. The overall patterns of means for the main categories provided a useful depiction of the relative amounts of different kinds of statements and questions by teachers in both groups. The predominant type of statements in both groups fell under the category called Routine, which included "routine classroom procedural matters such as management of the classroom, the structuring of class discussion and approval or disapproval of the idea or person."[17] Cognitive Memory and Convergent Thinking questions followed in order of prevalence in both groups. And finally it was apparent in both groups that questions pertaining to Evaluative Thinking and Divergent Thinking were least prevalent on the average.[18]

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[17] Simon and Boyer, Op. cit. p. 3-3.

Within the 19 classes here, only 3 classes (all of them MACOS) departed from the pattern described above in these three classes. The order of highest frequency to lowest frequency of statements or questions was:

Class 1. Routine; Cognitive Memory; Evaluative/Divergent Thinking (tied); Convergent Thinking

Class 2. Routine; Convergent Thinking; Evaluative Thinking; Cognitive Memory; Divergent Thinking

Class 3. Routine; Cognitive Memory; Convergent/Divergent Thinking (tied); Evaluative Thinking

Even in these 3 classes Routine and, with the one exception, Cognitive Memory statements and questions predominated.

The preceding discussion carries with it the implication of a consistent, more or less inevitable pattern which one might expect to find at any time in upper elementary social studies classes. It is necessary, however, to keep the results in perspective. The results were obtained from a random sample of tapes of one class session per class. It is impossible to say to what extent the results generalize over a larger number of observation periods, even for these 19 classes.

Teachers were asked, after the class was taped, to rate on a 5-point scale how typical the class was. One MACOS and one non-MACOS rating was

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[18] This supports Youngers' findings that in MACOS and non-MACOS classes, convergent questions are predominant among higher order cognitive categories. It does not confirm his findings that higher order questions are more frequent than Cognitive Memory ones. Youngers, John C. A Descriptive Study of the Cognitive Emphases Expressed in Man: A Course of Study. Doctoral Dissertation, The University of Rochester, 1972.

was not completed for the sample under consideration. Otherwise, with 1 indicating Very Typical and 5 being Not At All Typical, ratings were: MACOS, Average 2.25, SD 1.30; non-MACOS, Average 1.44, SD 0.50. The difference was significant at the .05 level (t = 2.133). The MACOS teacher who gave the most extreme rating (5) indicated that this was the first time the class had worked in small groups. Another indicated that current events did not usually dominate as they did on this occasion, and rated the typicality a 3. It is interesting to note that these two MACOS teachers were classes 3 and 1 respectively of the 3 divergent A-G patterns listed above. No non-MACOS teacher gave a rating of greater than 2.

Teachers were also asked to rate how typical student behavior and attentiveness was during the class that was taped, as well as how typical student verbal participation was. Ratings were done using the same 5 point scale as above. Here there was little difference between the groups; both groups rated the classes as quite typical:

	Group			
Typicality of:	MACOS		Non-MACOS	
	Mean	SD	Mean	SD
Student Behavior, Attentiveness	1.50	.50	1.63	.99
Student Participation	1.67	.47	1.44	.68

The person taping the class provided information based on observations and ratings following the class. For example: "Was the discussion dominated mainly by or limited to a few students?" The report of observers was typically "No" for the classes in this subsample (1 Yes for MACOS, 3 for non-MACOS). The observer made a rating, on a 7-point scale of the extent to which students' ignored (1) or responded to (7) each others' statements. There were no differences, on the average, between groups, but substantial variation among classes (MACOS: Mean = 4.50, SD = 1.73; Non-MACOS: Mean = 4.11, SD = 1.37). Based on the same scale, ratings were made of the extent to which students gave few or many personal examples. Differences between groups were not significant, but again there was much variation among classes in both groups.

With respect to content, most MACOS classes were involved with the salmon or herring gull units, one with Eskimo summer life, and one with current events and Africa.[19] Content in the non-MACOS classes varied much more broadly: Australia; newspaper writing; early civilization; ancestors and countries of origin of students; English manors; continents, oceans and World War II; physical characteristics of races, etc.

According to a checklist completed by the data collector, activities in the MACOS classes included: predominantly (i.e., most classes) guided discussion and questions and answers; reading; a movie; small group tasks and reports; art and role-play; map work; a student report. In the non-MACOS classes activities were: predominantly guided discussion and questions and answers; reading, role play, viewing pictures, map work, writing.

In sum, teachers on the whole rated the classes taped and analyzed here as more typical than not, MACOS teachers (2 in particular) less so than non-MACOS ones. On the average, teachers in both groups rated student behavior, attentiveness and participation as typical. On several variables, according to the classroom observer's rating the group of classes had similar characteristics, although there was substantial variation between classes within the two main groups. The predominant activities were similar in both groups, with a variety of less frequently reported activities in each group. Content was different between groups, and between classes within groups.

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[19] It should be remembered that many MACOS teachers covered a variety of topics and lessons, despite their classification MACOS in this study.

2. Interviews with Students, November/December, 1974 (S-1)[20]

Group interviews were conducted in all classes with a random sample of 4 students from each class during the same day, as a rule, that the interview was conducted with the teacher. Results of S-1 will be presented in a form similar to that used in T-1 basically contrasting MACOS and non-MACOS classes or groups. Percentages in any one category of a table refer to the number of different classes in which one or more students made one or more comments pertaining to (coded in) that category. Percentages will also be shown for each grade level. The reader should note, however, that tests of significance of differences in percentages were made only for the total groups, not for different grade levels.

The main purposes of S-1 were to obtain from students descriptions of what they were studying, to explore students' ideas about what value they saw in studying social studies, to inquire about possible linkages they might make between what they did in social studies and life outside school, and to ask about which activities in social studies students liked most and least.

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[20] S-1 includes, in most questions, a larger number of classes than T-1. N's range from 85-91 classes.

a. What were students studying at the time of the first interview with them?

Students were asked?

> "What are some things you have been studying in social studies this year?" 21

Responses were classified in 10 categories:

1. Modern country(ies) or culture(s) including the U.S., and Netsilik Eskimos. Modern was defined as within the past 100 years. Thus, for example, World War I would be modern; the Civil War would not.
2. Early American history or culture(s); includes pre-revolutionary period, any part of North American continent; early explorers of America. With respect to American history, extends through Civil War.
3. Post renaissance European history or persons (extends to mid-nineteenth century or the industrial revolution).
4. Middle ages.
5. Ancient history (Ancient Rome; Greece, Egypt; early South American history such as Incas, Aztecs, Mayans)
6. Prehistoric man
7. Map and globe skills or activities, geography
8. Animals
9. Life cycles, life lines
10. Other (e.g. culture and physical characteristics of races; differences, etc.)

Table V-7 provides percentages of classes coded in different categories.

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21. Interviews with students were used as one means of monitoring each class periodically to determine what was being studied, as seen by students. In later interviews students were also asked about activities; that is, what activities they did in learning about the subject matter of the course. Also, asking students at the beginning of each interview what they had been studying recently served as an ice-breaker since it was something to which students could respond readily.

Table V-7
Percentages of Classes With One or More Response Coded in a Subject Category[1]

Sub-Table	Group/Grade	Categories[2] 1	2	3	4	5	6	7	8	9	10	No. of classes	Ave. # Cat's per cl.
V-7a	MACOS, Grade 5	38	19					19	81	6	19	16	1.8
	Non-MACOS, Grade 5	50	50			10		30	10		10	20	1.6
V-7b	MACOS, Grade 6	31	19					19	75	6	13	16	1.7
	Non-MACOS, Grade 6	75	15	10	10	15	5	20			20	20	1.7
V-7c	MACOS, Non-Graded	27	27					13	87	27	7	15	1.9
	Non-MACOS, Non-Graded	50	50			25		25				4	1.5
V-7d	All MACOS Classes	32**	21					17	81*	11	13	47	1.7
	All Non-MACOS Classes	61**	34	5	5	14	2	25	5*		14	44	1.6
	Weighted Total of all Classes	46	27	2	2	7	1	21	44	5	13	91	1.7

1. All percentages rounded to the nearest whole number.
2. Category designations (see text also)
   1. Modern countries, cultures
   2. Early Americhan history, explorers
   3. Post Renaissance Europe
   4. Middle Ages
   5. Ancient history
   6. Prehistoric man
   7. Map and globe, geography
   8. Animals
   9. Life cycles, life lines
   10. Other

*means significant difference at .0056 level (see text)

**Suggestive difference: .02 > p > .0056 (Only Table V-[illegible]d tested)

It gives percentages according to various sub groupings of MACOS and non-MACOS classes. Sub-Table V-7d gives percentages for all MACOS and non-MACOS classes regardless of grade.

In Table V-7d, the obvious difference between the MACOS and non-MACOS groups is in Category 8 (Animals), as would be expected from course content. Even there, it is interesting to note that the subject was mentioned in 2 non-MACOS 5th grade classes (see Table V-7a).

There is a suggestive difference in Category 1 (Modern countries or cultures) in Table V-7. Many MACOS classes were, at the time of the interview, still on the Man and Animals part of the curriculum, and had not started the Netsilik part. Thus, one would expect differences to be in the direction shown. Some MACOS teachers, however, were already supplementing MACOS with other units or lessons that did fall in that category, and also in Category 2 (Early American History). Indeed, a perusal of other categories in V-7d indicates that some MACOS teachers were supplementing MACOS in various ways, according to the descriptions by students of what they were studying.

The way Table V-7 is constructed allows one to note where different grade levels seem to make different contributions to group totals in V-7. In Category 2 (Early American History, explorers), for example, it appears that on-MACOS 5th grade classes (V-7a) compared to the non-MACOS 6th grade classes (V-7b) contributed predominantly to the non-MACOS totals (V-7d) for that category. In the same way, the non-MACOS 6th grade classes (V-7b) were the predominant contributors to the non-MACOS totals in Category 1 (Modern countries and cultures).[22]

In the interest of examining trends, it is appropriate to look ahead to see how, if at all, the patterns of subjects mentioned by students shifted during the year. Essentially the same question about what was being studied in social studies was repeated with students in February/March (S-2) and April/May (S-3).[23] Responses were coded in the same categories each time. Table V-8 shows the resulting patterns.

Table V-8

Percentages of Classes with One or More Responses Coded in a Subject Category by MACOS and Non-MACOS and Time of Year

Group and Time	Categories 1	2	3	4	5	6	7	8	9	10	# of Classes	Ave. # Categories Per Class
MACOS												
S-1, Nov./Dec.	32%	21%					17%	81%	11%	13%	47	1.7
S-2, Feb/Mar	60	4					6	60		17	48	1.8
S-3, Apr/May	73	11		2			2	23		16	56	1.3
Non-MACOS												
S-1, Nov/Dec	61	34	5	5	14	2	25	5		14	44	1.6
S-2, Feb/Mar	65	35	8	2	10	2	20			24	49	1.7
S-3, Apr/May	66	32	4	4	10	2	8			20	50	1.5

1. Modern countries, cultures
2. Early American history, explorers
3. Post Renaissance Europe
4. Middle Ages
5. Ancient history
6. Prehistoric man
7. Map and globe, geography
8. Animals
9. Life cycles, life lines
10. Other

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[22] Note: In these observations significance tests were not applied.

[23] In S-2, students were asked to describe what they had been studying since the last visit; in S-3, since Easter. Thus, the three time periods delineate three separate blocks of time, as best students could differentiate them.

The non-MACOS pattern was quite stable, except for Category 7 (Map and globe work, geography) which dropped by the end of the year.

MACOS classes, on the other hand, showed expected shifts from Category 8 (Animals), to Category 1 (Modern countries, cultures; here typically, though not always, the Netsilik Eskimos). There was an interesting shift over time in Category 2 (Early American history). By the end of the school year, (1974-75) some MACOS teachers became increasingly concerned about the approaching Bicentennial, and supplemented historical units. A shift of content occurred with some of the MACOS classes in Category 1, in which teachers gave lessons in, for example, American government.

The reader should not infer from Table V-8 that the content of non-MACOS classes necessarily stayed the same throughout the year. All the table shows is that the relative frequency of different types of content remained stable, for the most part.

b. Activities that were Liked and Disliked in studying Social Studies

Students were asked:

> ."Of all the things you do in social studies, what do you like to do the best? What do you not like to do in social studies?"

Results are given in Tables V-9 and V-10.

The reader should recall that these were interviews with small groups of students. On occasion there was lack of unanimity within groups about preferences, as one would expect.

The categories employed for coding both questions were:

1. Doing reports (oral, written, on or from a book, listening to reports, writing, researching)

2. Reading (silently, orally, with the teacher, alone, with the class)

3. Group work (discussions, field trips, games, sharing feelings, reading with small group)

4. Assignments (dittoes, tests, homework, answering questions in book or from the blackboard, making or coloring maps, extra credit work, library work, worksheets, data cards, notes)

5. Projects (animal, drawing, building things, art projects, drama role playing)

6. Audio visual activities (viewing slides, filmstrips, films, bulletin boards, records, using maps as part of a project)

7. Other (student elections, e.g.)

8. Nothing that group collectively like, or disliked

None of the MACOS vs. non-MACOS differences in a particular category in Tables V-9d and V-10d was significant or even suggestive, as those terms have been used.

There are, nevertheless, some points of interest in the two tables. They do give a relative profile of prevalence of preferences, of likes and dislikes with respect to various types of activities. Clearly, audio-visual activities ranked high in preference in both major groups, [24] although it is surprising that 40% of the MACOS classes made no mention of it (Table V-9d, Category 6). There were two classes in the MACOS group that mentioned not liking some aspect of the

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[24] Note: One reason any given class in either group may not have mentioned an activity is that the class had not done it at the time of the interview. Another reason is that the students interviewed may not have considered a particular activity as especially desirable or undesirable and therefore did not mention it, even if they had been doing it and remembered it.

Table V-9
Percentages of Classes With One or More Response of an Activity Liked Coded in the Designated Activity Category[1]

Sub-Table	Group/Grade	Categories[2]							No. of classes	Ave. # Cat's per cl.
		1	2	3	4	5	6	7		
V-9a	MACOS, Grade 5	27	33	47	27	53	73		15	2.6
	Non-MACOS, Grade 5	26	32	37	58	37	37		19	2.3
V-9b	MACOS, Grade 6	7	13	40	20	67	53	7	15	2.2
	Non-MACOS, Grade 6	35	35	40	40	45	60	10	20	2.7
V-9c	MACOS, Non-Graded	31	31	31	31	54	54		13	2.3
	Non-MACOS, Non-Graded		50	50	50	50	50		4	2.5
V-9d	All MACOS Classes	21	26	40	26	58	60	2	43	2.4
	All Non-MACOS Classes	28	35	40	49	42	49	5	43	2.5
	Weighted Total of all Classes	24	30	40	37	50	55	3	86	2.4

1. All percentages rounded to the nearest whole number.
2. Category designations (see text also)
    1. Doing reports
    2. Reading
    3. Group work
    4. Assignments
    5. Projects
    6. Audio-visual activities
    7. Other

Table V-10
Percentages of Classes With One or More Response of an Activity Disliked Coded in the Designated Activity Category[1]

Sub-Table	Group/Grade	Categories[2] 1	2	3	4	5	6	7	8	No. of classes	Ave. Cat's per cl
V-10a	MACOS, Grade 5	27	60	27	53	7	13			15	1.9
	Non-MACOS, Grade 5	16	42		68			16	11	19	1.5
V-10b	MACOS, Grade 6	33	60	20	53		13		7	15	1.9
	Non-MACOS, Grade 6	40	45	15	65		10	10		20	1.9
V-10c	MACOS, Non-Graded	46	31	15	15	23		15	31	13	1.8
	Non-MACOS, Non-Graded	25	50		50				25	4	1.5
V-10d	All MACOS Classes	35	51	21	42	9	9	5	12	43	1.8
	All Non-MACOS Classes	28	44	7	65		5	12	7	43	1.7
	Weighted Total of all Classes	31	48	14	53	5	7	8	9	86	1.7

1. All percentages rounded to the nearest whole number.
2. Category designations (see text also)
    1. Doing reports
    2. Reading
    3. Group work
    4. Assignments
    5. Projects
    6. Audio-visual activities
    7. Other
    8. Nothing that group collectively disliked.

audio-visual part of the program (Table V-10d); these two classes had not previously mentioned liking it. Thus, a total of 28 out of 43 MACOS classes or 65%, mentioned audio-visual activity either positively or negatively, while 35% made no mention at all. Either the four students interviewed in those classes had not yet seen films, used filmstrips, or heard records, etc., or did not consider them as especially liked or disliked.

Note in Tables V-9a and c, that with respect to Category 6 (liked audio-visual activities), it was predominantly MACOS 5th graders who contributed to the total, compared to 6th graders. The opposite was the case in the non-MACOS group. See also Figure V-6 (V-180-V-187).

c. Value to Students of Studying Social Studies

In order to explore the question of what students in the two main groups saw as the value of what they were studying, a set for the utility of learning (either immediately or at some future time) was established in a sequence of statements and questions by the interviewer which went like this:

> "Everybody knows why we study math in school--so that you know how to count money, tell time, pay bills, measure things, and so on.
> "Why do you think you learn to read in school? (If no answer, say: to be able to read books, follow directions, read instructions on how to do or make things, read things on TV, and so on)--/a practice question/
> "Why do you think you study social studies in school?"
> If no answer, ask: do you think that what you learn in social studies might be important to you sometime? If no, why not? If yes, how do you think it might be important to you? If answer is to learn about history or people, etc., ask: how do you think that may be important to you?"

Responses to the question of "why study social studies" were coded in four categories:[25]

1. School needs and requirements (knowledge and skills, immediate; long range)

2. Long range applications with a personal advantage or utility (e.g., so that if you visit a country, you'll know about it; to be able to inform our children about things when we're grown up)

3. General personal consumption (appreciation; to know about our country, or other countries, or other people, or history, etc., with no particular advantage cited)

4. Other

Results are shown in Table V-11. The predominant reasons given had to do with longer range possibilities other than school related reasons. MACOS groups were more likely to mention the former than non-MACOS groups.

The overall impression, gained during the interviews, and reinforced in subsequent review of transcripts, was that this was a difficult question for students. It was clear that, if the issue of relevance of social studies to their life had been discussed at all, it seemed to have had little effect in students' ability to articulate reasons.

Illustrative responses are given in Figure V-7.* Here are two examples from classes, not included in Figure V-7, which illustrate how students often had to grope for a rationale. "I" stands for interviewer; "S" stands for

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[25] Conventional social studies classifications could have been used such as knowledge and understanding (e.g. to know, to tell my children etc.); skills (e.g. to be able to do something for some reason); and appreciation (e.g. I'm interested and curious to find out how other people live, etc.). However, knowledge and skills are included in Category 1 as well as in Category 2. Category 3 is appreciation. Time reference and area of application of knowledge and skills was of interest to the project, thus the classification as defined above.

*See pages V-188-V-196.

Table V-11

Percentages of Classes With One or More Responses Coded in a Reason for Studying Social Studies Category[1/]

Sub-Table	Group/Grade	Categories[2/]				No. of classes	Ave. # Cat's per cl.
		1	2	3	4		
V-11a	MACOS, Grade 5	38	94	100		16	2.3
	Non-MACOS, Grade 5	5	90	100		20	1.9
V-11b	MACOS, Grade 6	20	87	93		15	2.0
	Non-MACOS, Grade 6	15	95	90		20	2.0
V-11c	MACOS, Non-Graded	40	80	93		15	2.1
	Non-MACOS, Non-Graded		75	75		4	1.5
V-11d	All MACOS Classes	33*	87	96	2	46	2.2
	All Non-MACOS Classes	9*	91	93		44	1.9
	Weighted Total of all Classes	21	89	94	1	90	2.1

1. All percentages rounded to the nearest whole number.
2. Category designations (see text also)
    1. School needs and requirements
    2. Applications with a personal advantage
    3. General personal knowledge
    4. Other

*means significant difference at the .017 level, (Only Table V-11d was tested).

Student.[26]

1) A non-MACOS class

I. Why do you think you study social studies in school?

S. So we can learn about the world and the people in it.

I. Do you think that might be important sometime?

S. Yeah.

I. When could that be important?

S. Well, it might just be interesting to know, and also maybe if you go on a vacation then you'll know how to act towards these people and what their religion is--to understand them.

I. Mmhm. Sure (acknowledges another student).

S. If you're like a social science guy and stuff.

I. Well, who's a social science...

S. Well, that's hard to say.

I. You can say it out loud.

S. Anthropologist.

I. Yeah, like an anthropologist.

S. Yeah, and if you're somebody who has to study about people and stuff, have to go around to places.

I. Mmhm. Then studying social studies might be important to you________, when do you think it might be important?

S. When you get older you'll be an airplane pilot or something, you'll have to know what places and where to go.

I. Sure. How about you, _______? Can you think of a reason why you might study social studies in school?

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26. Again the two examples were picked at random, not on any basis of presumed quality or interesting content, etc.

S. Like we've been kind of studying about feelings and stuff like that, and if you don't know anything, and you didn't think everything went your way, it would cause you trouble and stuff.

I. Mmhm. Would that be important to you sometime maybe to know that?

S. Yeah.

I. When could it be important?

S. Well, if you didn't understand other peoples' feelings like when you're (pause) just any day.

2) A MACOS class

I. Now let me ask you, why do you study social studies in school?

S. To find out what people did for our country and what kind of life they lived and if some of the things they did affect what we do now.

I. If some of the things that they did affect what we do now. That's a very interesting idea. How do you think that--why do you think that might be important to you. 27

S. So then we can find out if, like, they used candles instead of lights and we use lights instead of candles--sometimes.

I. Yeah, unless the electricity goes out....

S. You can study about other places and things like that, like other parts of the world, how their customs are different from ours and things like that.

I. Again, let me keep the focus on why you think that might be of use or importance to you.

S. Because if you go--like you have to learn other languages and things like that, cause if you go to other places you'd like to know about their countries and things like that.

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27. Here there is a variation of the probing, but the coders, at least did not believe it changed the intent of the question.

I. You were going to add something (addresses another student)?

S. You learn more about your country that way, so you know what happened before in your country.

I. Why might that be important to you sometime?

S. I don't know.

I. But it's good to know, right?

S. Yeah.

I. ________, do you have anything to contribute to that? (No). Ok. (Goes on to next question.)

The predominant rationale for studying social studies given by students was put in terms of appreciation of other people, places, things. Such statements were put in terms of, "it's interesting". "it's fun". "I like to find out about," etc. The student in the first illustration above responded to the question, "when could that be important?" with: "Well it might just be interesting to know..." and then went on to consider a possible practical application.

Overall, both in MACOS and non-MACOS groups, students often seemed to struggle with the question of relevance or utility, at least in the way it was posed to them. Some, of course, did not seem puzzled by the question and readily brought forth suggestions.[28]

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[28] It is interesting to contemplate the difference in results (and the interpretation of them) which might have been gotten by using a paper and pencil checklist technique. Some researchers eschew interviews, especially open-response ones of the sort used in this study, for a variety of reasons both valid and practical. While never underestimating the value (and ingenuity) of paper and pencil instruments as vehicles for measuring specified (or unspecified) variables, it was felt that this project would not have gained the level of understanding of factors affecting instruction and its outcomes without direct, face to face, access both to students and teachers.

d. Connections of Social Studies With Life Outside School

The issue of relevance was pursued in another series of questions following immediately on the above in S-1. The following questions were asked next, one by one:

1. "Do you ever talk about social studies outside school? (What do you talk about? Whom do you talk with?)

2. "Do you ever see anything on television that reminds you of social studies? (What is it?)

3. "Do you ever hear people talking about anything which reminds you of social studies? (What is it or what are those things?)

4. "Do you ever do anything outside of school on your own or with friends because of what you have learned or studied in social studies?" (If no response: "Does that question make sense?" If yes, stop. If no: "Well, for example, have you ever gone to a museum to see something you studied in social studies; or have you ever gone to visit a store or a factory or a bank because you wanted to know about them from social studies; or have you ever started a project in your neighborhood about what you studied in social studies?")

Each question is treated here in order. For the first question, "Do you ever talk about social studies outside school?", responses were coded into the two parts: (1) "Whom do you talk with?" and (2) "What do you talk about?"

The first part used the following categories:

1) Whom do you talk with?

   1. Parents

   2. Siblings

   3. Relatives

   4. Friends

   5. No one (This category literally means that all students in the group indicated they did not talk to anyone outside school about social studies.

6. Other (e.g. neighbors; anyone who would listen)

Percentages of classes mentioning any person in these categories one or more times are shown in Table V-12.

Table V-12

Percentages of Classes Mentioning a Category
of Communication One or More Times

Category

	Parents	Siblings	Relatives	Friends	No One	Other	N
MACOS	66%	32%	9%	48%	14%	9%	44
Non-MACOS	66	23	7	32	11	2	44
Total	66	27	8	40	13	5	88

It was clear that parents, friends, and siblings in that order, were the major communicants of these 10-12 year olds outside school about what they were studying in social studies. The fact that no student in 34% of both groups mentioned parents was interesting.

2) What do students talk about?

Four categories were used:

1. What we're studying in school; facts, information, generalization, knowledge, etc.

2. Issues, debates, arguments over values, opinions

3. Skills, how to do things, (e.g. make a map, help Dad plot route for vacation, etc.)

4. Other (includes report cards, bad grades, tests, homework, nothing, etc.)

As would be expected responses fell principally into the first two categories as shown in Table V-13.

Table V-13

Percentages of Classes Mentioning a Subject Discussed One or More Times Outside School

Categories

	1	2	3	4	N[29]
MACOS	89%	58%	6%	-	36
Non-MACOS	82	37	3	8	38
Total	85	47	4	4	74

The point of Table V-13 is that when both MACOS and non-MACOS students talked with others outside of school about their social studies, they nearly always mentioned the content that they were learning rather than skills or what they were learning how to do.

The question was posed, "Do you ever see anything on television that reminds you of social studies?" Here there were some interesting (and in one case predictable) differences between MACOS and non-MACOS groups.

Responses were coded in 4 categories:

1. News, current events, programs related to elections, politics, documentaries or programs on social issues, etc.
2. Historical dramas, documentaries, dramas or documentaries or commercials on countries, places, customs, cultures, peoples.

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[29] The reduced numbers of groups in this table, compared to Table V-12 is the result, with two exceptions, of the fact that 6 MACOS and 6 non-MACOS groups uniformly said they never talked with anyone outside school about social studies. There were also 2 MACOS groups in which there was no agreement among the coders about what students said they talked about. Examination of the transcripts shows the statements to be very ambiguous, and the interviewer failed in each case to get them clarified. Therefore, the number of MACOS groups in Table V-13 is 2 less than it should have been.

3. Animal Programs

4. Other (Quiz shows, Big Blue Marble, etc.)

Results are shown in Table V-14.

Table V-14

Percentages of Classes With One or More Responses
Coded in a Television Program Category

	Categories					Avc. # Cat's
	1	2	3	4	No. Classes	per Class
MACOS	22	47*	84*	4	45	1.6
Non-MACOS	48	77*	25*	11	44	1.6
Total	35	62	55	8	89	1.6

All percentages rounded to the nearest whole number
Category designations (see text also)

1. News, current events, current issues
2. Historical or cultural dramas, documentaries
3. Animal programs
4. Other

*means significant difference, $p \leq .0167$

Clearly from Table V-14, non-MACOS students were more likely to mention dramas, documentaries or commercials about peoples or countries or places (Category 2) than were MACOS students. MACOS students were more likely to mention animal shows (Wild Kingdom, Jacques Cousteau, etc.) than non-MACOS students (Category 3).[30] The curriculum seemed to impact on TV viewing associations.

As a final point about linkage of social studies with television viewing in the minds of students, it was interesting to note that this was the only question in this series about linkages in which no group failed to come up with one or more positive responses.

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[30] Most MACOS students at the time were well versed in salmon, herring gulls and in some classes, baboons.

Responses to the question of whether students "... ever hear people talking outside school about anything which reminds you of social studies," were coded in 4 categories:

1. news, current events, elections, politics, social issues, etc.
2. History, historical figures, countries, places, customs peoples, cultures
3. animals
4. other

It was first noted that 22% of the MACOS groups for which there were data and 20% of the non-MACOS groups, could not come up with any positive response. Results for the remainder of the groups are shown in Table V-15.

Table V-15

Percentages of Classes With One or More Responses in a Category of Subjects Students Said they Heard Talked About Outside School

	Category				
	1	2	3	4	N
MACOS	34%	29%*	46%*	9%	35
Non-MACOS	21	62*	0*	26	34
Total	28	45	23	17	69

*significant difference $p \leq .0167$

The overwhelming difference between groups in this table again reflects curriculum (Category 2, History, countries, etc.; Category 3, Animals). The MACOS students, of course, would be far more likely to give examples related to animals than the non-MACOS students at that time. Non-MACOS students also tended to give more examples related to their various social studies classes.

Both groups were about equally likely to mention current events topics (Category 1)

For the final question of the series, "Do you ever do anything outside of school on your own or with friends because of what you have learned or studied in social studies?" 93% of the MACOS groups and 95% of the non-MACOS groups gave positive answers.

The response categories used were:

1. Seeking further information (e.g. reading, looking at exhibits in museums, going to see something to learn more about it, etc.)
2. Doing something that draws on knowledge or skills related to social studies this year.
3. Attempting to stimulate others (family, friends, community, neighborhood, etc.,) to do something based on or related to what had been learned or studied in social studies.
4. Doing or seeing things initiated by other people (family, trip, scouts, etc.)
5. Other

Table V-16 shows results of these codings.

Table V-16

Percentages of Classes With One or More Responses in an Outside Activity Category

	Category					
	1	2	3	4	5	N
MACOS	33%	56%	0%	49%	8%	39
Non-MACOS	40	49	3	43	10	40
Total	37	52	1	46	9	79

What is of interest in Table V-16 is the relatively high prevalence of examples in all the main categories except for Category 3 (trying to stimulate action in others).

Two other questions were asked in S-1:

1. "If you had the chance to do so, would you like to visit other countries in the world?" (If yes, which ones and why?)

2. "If you did visit them, or those countries, or the people in them, what would you want to find out about them?" (If no why not?)

The question may have been premature. In both major groups 5th and 6th grade students confused states and cities of the United States with other countries. Otherwise, with the exception of a few sophisticated statements (I'd really like to know how people survive in such a cold place (Antarctica)," most students, if they were to visit other countries, said they were interested in the housing, foods, dances, transportation, how they live, etc.

3. Interviews with Teachers, February/March 1975(T-2)

The purposes of T-2 were:

- to determine how teachers assessed the progress of their program to date;
- to ascertain what improvements they would suggest
- to obtain information about some similarities between the goals of the students' social studies program and other courses or programs during the day;
- to explain who or what teachers perceived as having had the greatest influence on their ideas about what social studies is and how to teach it;
- to determine whether teachers were giving or receiving in-service training related to social studies during the current year;
- to inquire about the nature of outstandingly successful teaching experiences teachers had had.

Owing to the press of time and resources, T-2 was coded by one coder, not three. Some of the questions posed started with a Yes-No response, with further follow-up questions dependent upon which response was given. Therefore, T-2 results will be treated more impressionistically than the other interviews.

a. Assessment of programs to date

"At this point in the year, what do you think of the social studies curriculum in the class we are studying?"

"Do you think there are ways in which the curriculum could be improved? (If "Yes" how?)"

The majority of teachers in both groups (70% MACOS, 53% Non-MACOS, out of 98 teachers who made judgmental comments) appeared very pleased with their programs. ("I think it's doing great," "the children are really enjoying it," etc.). Teachers in both groups also expressed some concern or reservation (in some cases strongly, in other cases very moderately) about the program. A number of teachers in both groups felt they were behind where they had hoped to be. Reasons for this varied. In both groups a few teachers mentioned the lack of adequate time for social studies. MACOS teachers appeared a little more likely than non-MACOS ones to cite problems with group discussions or with group processes, or with getting adequate student involvement in group processes. Several MACOS teachers commented that the Man and Animals Unit was too long; there were consequent problems in maintaining interest. Two of the MACOS teachers dropped the course ("the students got bored;" "it wasn't catching on"). Several MACOS teachers felt the course did not provide sufficient opportunity for students to develop basic study skills, or map or geography skills.

Non-MACOS teachers were more likely to mention lack of resources or materials as a problem, although problems with broken or unavailable films had caused more than one MACOS teacher to re-organize lesson plans. The difficulty level of materials, along with reading problems, were mentioned a few times by teachers in both groups.

The majority of teachers in both groups said that they felt the curriculum or the way it was being implemented, could be improved. Suggestions made appeared to be largely related to the various problems described above.

b. Interconnections with other programs

Teachers were asked a series of branching questions about the attitude, skill and content goals of their programs that might be reinforced or supported in other subject areas or programs.

The basic sequence, following an introductory statement, went like this:

> "Is a goal of your social studies program to develop in your students attitudes and behaviors toward other people? Yes, No?"
>
> If yes:
>
> 1. "What are the attitudes and behaviors you hope to encourage?"
> 2. "Are your students involved in any other courses, programs or activities in school this year that may be reinforcing these same attitudes or behaviors?"
>
> If yes:
>
> 3. "What are these programs?
> 4. Are there any others that you know of?"

If no:

1. "What are those programs? What attitudes and behaviors do they seek to develop?
2. Are there any others that you know of?"

The same branching sequence was then used for the goals of developing questioning, critical thinking or research skills. The final question asked was:

"Are your students involved in any other courses, programs or activities that cover some of the same concepts, knowledge and other content that you are teaching in your social studies class? What are they? What are the similarities (in concepts, knowledge, and other content)?"

From Table V-17 , it is apparent that the great majority of MACOS and non-MACOS teachers believed one or more parts of the rest of the school program were related to the same attitudes and skills with which they were concerned. Nearly half the teachers believed one or more other parts of the school program dealt with similar concepts, knowledge or other content.

With respect to content, the degree of overlap described was highly variable and was often the least precisely described of the three areas. For example, a non-MACOS teacher might say he or she was teaching the American Revolution, and in a reading class the students read a story about Paul Revere. A MACOS teacher might say that what was being done in language arts or reading had many parallels with MACOS since much of the literature dealt with human experiences. Some teachers in both groups would mention that concepts such as relationships were common to science and social studies.

Just about all teachers in both groups were very much concerned with the development of attitudes and behaviors as a goal of the social studies program. Many indicated that they viewed it as the central, overarching goal

Table V-17

Common Goals of Social Studies and Other Programs for MACOS and Non-MACOS Groups (Percentages of Teachers)

V-17a. Are attitudes a goal of your social studies program?

	Yes	No	N
MACOS	100%	0	50
Non-MACOS	98	2	46

V-17b. Are these attitudes goals of other programs?

	Yes	Somewhat	No	N
MACOS	84%	8%	8%	50
Non-MACOS	76	4	20	46

V-17c. Are questioning, critical thinking or research skills a goal of your social studies program?

	Yes	No	N
MACOS	98%	2%	50
Non-MACOS	100	-	47

V-17d. Are these skills goals of other programs?

	Yes	Somewhat	No	N
MACOS	86%	4%	10%	49
Non-MACOS	87	2	8	46

V-17e. Do other programs cover the same concepts, knowledge or other content as your social studies program?

	Yes	Somewhat	No	N
MACOS	45%	2%	53%	51
Non-MACOS	47	6	47	47

of social studies in general. What attitudes? What behaviors? While there were some variations, the predominant themes seemed to be that children would come to respect themselves and their peers; that they would come to understand and be more tolerant of differences between persons, cultures, countries; and would become more sensitive to and concerned with their own needs and the needs of others. A recurrent theme in both groups was that children should know and appreciate the world they live in and their relationships to it. In reading the 96 transcripts on which Table V-17 was based, there were no apparent trends that seemed to distinguish MACOS and non-MACOS teachers, even in the way they described what they meant.

Many teachers in self contained classes indicated that they tried to reinforce their attitudinal and behavioral goals in other subjects that they taught, and generally, through their continuing interaction with students. In many cases teachers would mention, as other activities or programs reinforcing the attitudinal and behavioral goals they described, such subjects as art, math, and science, and programs such as Magic Circles, Inside-Out, physical education, having students work with younger students, etc.

What did teachers mean by questioning, critical thinking and research skills? Generally questioning meant questioning generalities; raising questions about how we know whether something read or said was true; questioning whether there may be other explanations, and the like. Critical thinking skills meant such things as giving reasons, answering questions or solving problems set by the teacher, responding to questions that had no final answer, trying to come to conclusions, and, more rarely stated, analyzing topics. Research skills typically meant going to the library, looking up something, and writing a report.

Other courses, programs or activities listed by teachers as reinforcing the skills they described included reading, spelling, language arts, science and math. A number of teachers in both groups said they did little in the way of research skills (as defined above) in their social studies class, but that those skills were picked up in reading or language arts. The extent of overlap or reinforcement described varied from class to class, or school to school in degree and emphasis.

c. Influence on teachers

The question was asked:

."What person or experience has had the greatest influence on your ideas about what social studies is and how to teach it?"

The results are shown in Table V-18.

Table V-18

Major Sources of Influence Recalled by
MACOS and Non-MACOS Teachers

	MACOS (N=51)	Non-MACOS(N=50)
1. Personal or general experience; no particular source stands out	27%	44%
2. Professor(s) or course(s) in college or graduate school	10	30
3. MACOS summer institute, workshop or in-service training	31	2
4. Teaching the curriculum or program (MACOS, Holt Data Bank, Taba, etc)	6	8
5. Team members, colleagues, other person in the school system	12	8
6. A high school teacher	8	-
7. Other	6	8
	100%	100%

Some teachers mentioned several sources. When that happened, only the first one mentioned was tallied. Thus the results are based on only one primary response per teacher.

Nearly a third of the MACOS teachers as can be seen in Table V-18 mentioned MACOS training as having had the most influence on their ideas about social studies and how to teach it. Many teachers said that no one person or experience stood out in memory, that their ideas were shaped by their interests and/or experiences (in and out of teaching) over the years. No teacher spontaneously mentioned the professional journals. When teachers mentioned things they had read, they were likely to give as examples various books or authors (e.g., Glasser's Schools Without Failure) or various social studies texts or series.

Teachers in both groups who identified a particular source, rather than simply their cumulative experience, were likely to indicate that the influence was in the direction of more openness; more concern with concepts and relationships than with facts and dates. In both groups, regardless of sources mentioned, the described change was often linked with ways of making subjects interesting to students, getting subjects to come alive, and getting students to see the relevance of what they were learning about to themselves and to the world around them.

d. Were teachers receiving or giving training during the year?

Teachers were asked if they had been participating, since September, in any training, courses, workshops, or institutes related to teaching social studies. Table V-19 shows results:

Table V-19
Had In-Service Training Since September?

	Yes	No	N
MACOS	26%	74%	53
Non-MACOS	13	87	46

Examples varied in both groups from formal courses for academic credit to brief workshops. Only one MACOS teacher mentioned participating in a MACOS in-service program.

Table V-20 shows the percentages of MACOS and Non-MACOS teachers who said they had given training since September.

Table V-20

Given Training Since September?

	Yes	No	N
MACOS	11%	89%	53
Non-MACOS	7	93	46

The kinds and amounts of training mentioned by the relatively few teachers in both groups ranged from descriptions of informal assistance to one or several fellow teachers, to workshops, to Glasser courses for teaching staff.

e. Memorable success in social studies

The final question in T-2 was:

> "During the time you have taught upper elementary social studies is there a course, or unit or a particular occasion that you consider your most successful? Would you please describe it?"

This was a particularly difficult question for teachers to respond to on the spur of the moment. Many could not think of any one occasion that stood out. Some mentioned particular projects or units in which students had become intensely immersed or enthusiastic, and with projects, that had come forth with some inspired creations. Some teachers in both groups mentioned occasions when students had become very constructively involved in group activities. The descriptions were made in terms very similar. A few teachers mentioned feedback from earlier students that particularly pleased them.

Overall, the impression given was that for many teachers, teaching social studies is much like a continual stream with many moments of satisfaction, most of which do not reach such high peaks as to stand out in memory.

4. Student Interviews, February/March 1975 (S-2)

This set of interviews had as objectives:

- to determine what the class was then studying and how it was studying it (what did students do?)
- to determine whether there appeared to be any differences in how groups of MAC OS and non-MAC OS students responded to a simple observational problem.
- to assess the extent to which students, in social studies found themselves talking about inflation and recession, problems people have in getting along with each other, and the rapidly changing world.

a. What is studied, and how?[31]

The results for content at this time of year, as described by students, have already been summarized in Table V-8 in sub section VB-2a above. Many

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[31] Material pertaining to the first objective was coded by the three coders who did S-1, T-1, S-3, and T-3 independently. In this case (S-2) however, the set of interviews was divided in thirds and each coder did one third only. The rationale for this deviation of procedure for the content question, other than the press of time and resources, was that by the time S-2 was started, each coder had independently coded nearly 200 student interviews and was familiar with content codes. The computed agreement rate among the three coders for the same question on S-3, which they had just completed, was 92%.

MACOS classes were in the midst of the Netsilik unit, a shift shown in Category 1 of Table V-8.

The reader will recall that in S-1 students were asked what they liked to do best and least in social studies (Table V-9, V-10). Responses to the question of what students said they did in studying the subjects they described were coded in the same categories (cf., Table V-9, 10), which are summarized again here:

1. Doing Reports
2. Reading
3. Group Work
4. Assignments
5. Projects
6. Audio-visual Presentations
7. Other

As always, multiple examples falling in a particular category were counted only once for a given class.[32] The major results of this procedure are shown in Table V-21.

Table V-21
Percentages of Classes Coded in Different
Activity or Method Categories

	Category**							# of Classes	Ave. # Categories Per Class
	1	2	3	4	5	6	7		
MACOS	49%	84%	80%	64%	59%	88%	10%	51	4.47
Non-MACOS	61	86	80	84	57	59+	2	49	4.27
Total	55	85	80	75	63	74	6	100	4.37

**Category Designations given in text above.
+Significant difference, $p \leq .0083$

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[32] On the original code sheets, each instance was recorded separately.

It can be seen in Table V-21, that MACOS students were more likely to mention the use of audio visuals (films, filmstrips, records, etc., Category 6) than non-MACOS students. Both groups described using a variety of procedures or activities although specific form, content and reported frequency within and among categories varied among classes in both major groups. Reading (Category 2) and group work (Category 3) were mentioned very often in both groups (MACOS and non-MACOS). Doing reports (Category 1) and assignments were mentioned by fewer MACOS than non-MACOS groups.

b. An experiment in inquiry and social interaction

Nearly all the teachers in both groups believed inquiry skills were a central goal of their programs. Such skills included observing, comparing, hypothesizing, evaluating information, drawing conclusions, etc. Nearly all teachers also were concerned with attitudes and behavior of students toward each other, as well as toward other peoples. Such attitudes included working cooperatively in problem solving situations. It was of interest to explore the use of those skills or operations, and the manifestation of such attitudes. It was also of interest to observe whether there appeared to be differences between groups of MACOS and non-MACOS students in how they approached a simple problem involving the use of available visual data to formulate hypotheses, and possibly to analyze them.

Accordingly each group of students in S-2 was presented with two 9" x 14" black and white photographs. One showed a scene of a pioneer group preparing a meal out on the prairie. Nearby were two conestoga wagons, a grazing horse, some cattle lying in the grass, a dog watching the skinning of a deer. A kettle hung from a stick over an open wood fire. There were adults and children about. The women were doing the cooking. One man, carrying a rifle, held a brace of partridges.[33] The other scene was a modern camp site. Open Road campers nestled here and there in a glade, a small brook flowing along one edge. In the center was a patio, with permanent brick barbecue fireplace, picnic tables, cement steps with railings, leading from one terrace in the glade to another. There were adults and children. Meals were being prepared; two men, one wearing a chef's hat, hovered about the fireplace. Men and women were moving about or settled at the picnic tables. On a gate on the back of one camper sat a man playing a guitar, while three youngsters watched. A small terrier was bouncing near the fireplace.[34] All persons in both pictures were, as best could be seen, white.

The task set for the students (four in each group for a given class) was posed as follows:

> "I would like you to look at two situations. This picture was made in this country about 130 years ago; this one was made recently. What are all the ways you can think of that these situations are different? What are all the ways you can think of that they are alike? (For listing of facts, respond 'uh huh.' For other than factual comparisons, say: 'What makes you say that?' If students appear to be done and there is more time, wait. Otherwise say: 'Can you think of any other ways they are alike or different?)"

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[33] Picture, p. 88, in Margaret L. Coit, The Sweep Westward, Volume 4: 1829-1849. Time-Life Books, New York, 1963. With permission of Culver Photo Agency, New York.

[34] Photo reduction of a poster in an Open Road Sales Agency, Maryland. With permission of the agency.

Students set about that task for 4-5 minutes. They were then asked:

1. "From looking at these two situations, how do you think these peoples' problems are the same? How do you think these peoples' problems are different?"
2. "Are there any other ways in which their problems may be the same or different?"
3. "Anything else? (Repeat until the answer is no.)"

Analysis of responses for this report was restricted to the question about similarity and differences of problems. A stratified random sample of tape transcripts of classes was drawn with the following sample sizes:

	Grade			
	5	6	Non-Graded	Total
MACOS	9	8	4	21
Non-MACOS	9	8	4	21

These were approximately the proportions in which these grades appear in the total groups.

The three coders worked together on the analyses that followed.[35] Thus "scoring" was the result of the three coders arriving at a consensus on each point.

1) Hypothesis forming and testing

Did MACOS groups formulate more hypotheses about problems (similar or different) than non-MACOS groups? Was the quality of interaction among MACOS groups different, as measured by greater frequency of testing or questioning of proposed hypotheses? Coding of each distinguishable hypothesis presented was as follows:

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[35] As always, the identification of classes was obliterated on the transcripts. Questioning of coders after the coding indicated they did not know which were MACOS and which non-MACOS classes for these analyses.

1 = an hypothesis was presented; no test or check on it was made (e.g., the modern people would be safer from wild animals because they have better guns)

2 = one test or check was made on the implications of the hypothesis; a "yes, but" (e.g., yes, but that's not necessarily so, because the people in the old days had more practice shooting and could shoot better)

3 = more than one attempt to test the hypothesis was made, not including repetitions of the same point (e.g., also the people in the trailer camp may not have guns with them, but they could get in the campers for protection)[36]

Scoring was done by assigning each instance to one of the three categories (treated as mutually exclusive). This was done for each class. Means and standard deviations for the two groups are shown in Table V-22.

Table V-22
Average Number and Standard Deviation of Hypotheses and Tests of Hypotheses, by Group

	Hypotheses (H)	One Test of H	More than one Test of H
MACOS			
Ave/Class	5.33	.76	.81
SD	3.11	1.02	1.38
Non-MACOS			
Ave/Class	4.91	.86	.52
SD	3.87	1.25	.73

A multivariate test of differences between groups, using the three performance measures as dependent variables, was not significant.[37] It was concluded that the groups overall did not differ markedly in amount of hypothesizing about problems or in interactions on proposed hypotheses (that is, on testing suggested hypotheses). There were substantial variations between classes in both groups, as the standard deviations suggest. It should be recalled that the instructions given students did not state that they should test each other's hypotheses. On the average, MACOS groups were a little more likely to do so spontaneously than non-MACOS classes. The pronounced differences, however, were in the variations in quality of social interaction between classes in both MACOS and non-MACOS groups.

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[36] Note: No attempt was made to rate quality or sophistication. Obviously the issue in these examples was the problem of safety or protection.

[37] The test was Hotelling's T^2; $F_{3,38} = .429$, $p > .05$).

2) Types of Problems identified

The types of problems students identified (whether similarities or differences) were classified as follows:

0 = can't really tell; uninterpretable; unclassifiable.

1 = designations of observable similarities or differences; descriptions; not really problems

2 = inferences about problems related to the physical quality of life (safety, health, transportation or travel, comfort, availability of food, medicine, etc.)

3 = inferences about problems related to style of life and customs (freedom of movement, interdependence, cooperation, self sufficiency, work patterns or requirements, beliefs, social relations, social organizations, laws, etc.)

4 = inferences unrelated to peoples' problems (e.g. it looks in this picture like it might rain, but not in that picture; these people are happier - no futher conjecture offered, etc.)

Percentages of responses summed over classes in these categories are given in Table V-23.

Table V-23
Percentages of Different Kinds of Inferences,by Group

	Types of Inferences					Total # of
	0	1	2	3	4	Responses
MACOS	16.7%	6.3%	60.8%	6.8%	9.5%	222
Non-MACOS	12.9	10.5	54.8	5.5	16.4	219

There was clearly great similarity between groups in proportions of different types of responses. Students in both groups, when they restricted themselves to considerations of similar and different problems (Categories 2 and 3), overwhelmingly focussed on physical, material factors. This may well be the result of their ages as well as of the content of the material with which they were presented. A few students in each main group conjectured about social or societal variables. An interesting example of such conjecture was: "these people (the Open Road campers) can't go as fast as they want because of speed laws; in the old days they could go as fast as they wanted."

A surprising number of students thought people in the old days had an easier life because they didn't have to work in order to get food; they could just go out and hunt it.

3) Similarities and Differences

Students in both groups were far more likely to cite problems involving differences between the past and present than similarities (by a factor of 3 to 1 for both groups). For example, present people, (the Open Road campers) may run out of gas; these people (the pioneers) didn't have to worry about that. Students in both groups were good at spotting, or conjecturing about, differences. Similarities seemed harder though by no means impossible for them to imagine, although the interviewers stated both as options in the opening question and with few exceptions repeated both on follow-up encouragements. (For further examples, see interview specification above).

As one means of testing the comparability of results between groups, the number of attempts to get further examples in each class was counted. There were no statistically significant differences between groups. There was variability from class to class, but not, it appeared related systematically to MACOS or non-MACOS classes as such. For average number of probes or requests for further problems, MACOS = 2.25, SD = 1.26; non-MACOS = 2.50, SD = 1.30).

This excursion into impromptu group problem analysis was most interesting. There were, to be sure, other variables one could examine, given the data available (there were just over 100 usable transcripts with this sequence in them). The focus on the variables and procedures just described was made in the interest of priority and time. The overwhelming impression, on the basis of the 42 transcripts analyzed, was one of substantial variation in competence, sophistication and maturity between different classes, regardless of whether or not they were taking MACOS.

c. Exposure to Current Social Issues

In order to investigate the extent to which students in different classes perceived themselves as learning about selected current social issues, they were asked about inflation and recession, problems people have in getting along with each other, and the implications of rapidly changing technology.[38]

1) Recession, inflation

"Does the class ever talk about inflation and recession?
If yes, ask 1, 2, 3 and 4 below; if no ask 4.

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[38] The topic of discrimination was investigated specifically in S-3. See subsection V-B6 below.

1. "How do you come to talk about it?"

2. "Does your teacher bring it up? Do you talk about it very often in your social studies class?"

3. "Do you talk about it as part of what you are learning in your social studies class?"

4. "Do you talk about it in any class other than social studies? (If yes, in what class?)"

Results were that 66% of the MACOS and also the non-MACOS classes indicated that they talked about recession and inflation in social studies. Forty-one (41) percent of the MACOS classes, and 67% of the non-MACOS classes that said they had discussed them saw those topics as part of or related to their main studies, while 48% and 30% respectively, saw them as unrelated to their main studies.

Forty one (41) percent of the MACOS classes and 52% of the non-MACOS classes indicated that they talked about such matters in other classes, (typically math). Twenty-seven percent of the MACOS classes, and 22% of the non-MACOS indicated that inflation or recession was not discussed in social studies or any other class. Finally, 34% (MACOS) to 44% (non-MACOS) of the classes gave indication that those topics were discussed both in social studies and at least one other class.

2) Problems in getting along with each other

"In social studies do you ever talk about problems people have in getting along with each other?" (The same sequence as in 1) above was used, except if students gave historical examples - e.g., the British and French in the early history of America - they were asked: "Do you ever talk about problems people have in getting along with each other now?")

The results indicated that the majority of classes in both groups said that they did at least sometimes talk in social studies about problems people have in getting along with each other. MACOS classes were slightly more likely than non-MACOS classes to say that (94% to 86%). Given that students from different classes did indicate that such matters were discussed in social studies, the classes in both groups were roughly equally divided in opinions as to whether or not such discussions were related to what they were studying. Fifty two (52%) percent of the MACOS classes, and 46% of the non-MACOS ones, indicated that such discussions were related to what they were studying. An example of why students might make such a distinction would be a social studies class in which a form of student government was set up to handle disputes among students, while students saw the subject of social studies as learning about the food, housing, clothing, customs and geography of other cultures. Dispute resolution might take place during social studies, but was not necessarily seen as related directly to it as a subject or activity.

In both groups it was apparent that if students perceived any discussion of problems people have in getting along, they associated such discussion predominantly with the social studies class and not with other classes. Seventy (70%) percent of the MACOS classes and 76% of the non-MACOS classes said they did not talk about such matters in other classes or courses.

Six (6) to 14% of the classes failed to cite any evidence of discussion of such problems in any way connected with social studies. This, of course, may have been the result of the way the question was posed to students or understood by them, or of other factors.

3) Implications of rapidly changing technology

> "Many people say our world is changing very quickly now and in the future. They say things like jets, rockets, computers, automation are all changing our world more and more quickly. Do you ever talk about that in social studies?" (If yes, the four follow up questions listed under 1) above were asked. If no, only #4 was asked).

The underlying objective of the question was to assess the extent to which students see themselves engaged in discourses that might be related to preparation for adjustment to a rapidly changing world. Forty (40%) percent of the 42 MACOS classes for which interpretable data were available, and 64% of the 41 non-MACOS classes indicated that there was at least some discussion of the topic in social studies. Less than half of those classes in both groups, however, thought of such discussions as directly related to their major studies.

The samples of students from 48% of the MACOS classes and 29% of the non-MACOS said they did not recall any such discussion in social studies or any other class. If even occasional discussions about the rapidly changing world are at all indicative of intentions to prepare students for adjustment to future life, such intentions (as evidenced by students' recollections of any such discussions) are sporadically distributed. Whether or not such preparation should be undertaken with 10-12 year olds under the aegis of social studies or some other part of the school program is, of course, another issue. When students did mention discussing in other courses rapidly changing technology and its influence on our lives, the course typically mentioned was science.

5. Interviews with Teachers, April/May, 1975 (T-3)

The final interviews with teachers were conducted concurrently with posttesting. The objectives were to:

- determine the nature and amount of interactions about social studies that teachers had during the year with other teachers, principals, and persons from the central administration;
- determine, from the teachers' point of view, the similarities and differences in the social studies programs their present students had before this year, and would have in the coming years;
- determine what teachers saw as the influence of this year's social studies on the lives of their students outside school;
- determine whether teachers had experienced any reaction or comment from parents or others about their social studies program during the year;
- determine which controversial or sensitive subjects teachers dealt with in social studies during the year, how they dealt with them, and whether there were topics they avoided because they were thought to be controversial or sensitive.
- determine the positive and negative effects of our study;
- determine the extent to which teachers thought we had observed the significant features of their programs.

Some of the T-3 items were coded essentially Yes-No by a staff member. Content questions were coded by the three coders working independently, as in T-1 and S-1.

a. Intercommunications

1) Interactions with other teachers

The interview started with a series of questions concerning whom teachers talked with about social studies during the year, and whether their classes were observed. The sequence was as follows:

> "This year, have you discussed your social studies program with any other teachers in this school? If no, go to 1b. If yes:
>
> 1. Which grades or subjects do they teach?
> 2. Do you usually bring up the topic, or do other teachers initiate the discussions?
> 3. About how often have you talked with other teachers about social studies? Daily, once a week, once every couple of weeks?
> 4. What specific things have you talked about?
> 5. Are these discussion you have with these other teachers held at regularly scheduled meetings or conferences?"
>
> "Have you this year disccused your social studies program with the principal? If yes:
>
> 1. About how often, daily, once or twice a week, once every couple of weeks?
> 2. What do you typically talk about?
> 3. Has the principal observed the class? If yes:
>   a. More than once?
>   b. Did he/she give you feedback or suggestions?
>   c. What specific feedback or suggestions?"
>
> "Have you this year discussed your social studies program with the social studies supervisor or other instructional supervisor, helping teacher or other person from central administration?"

Nearly all teachers said they had discussed their social studies program during the year with another teacher or teachers (MACOS, 98%; non-MACOS 94%).[39] Such discussions were typically not at regularly scheduled meetings or conferences

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[39] MACOS N = 55; non-MACOS N = 50.

(MACOS,66%; non-MACOS, 84%). Both groups were about the same with respect to who typically initiated the discussions. Which teachers did they talk to about their social studies program? What did they talk about? Table V-24 makes it very clear they they most typically talked with teachers at the same grade levels.

Table V-24

Whom Teachers Talked With About Their Social Studies Program

Grade or Subject Area of Communicants	Percent of Teachers		
	MACOS (N = 54)	Non-MACOS (N=49)	Total(N=103)
1. Grades 5 or 6, or same grade as respondents (includes team members)	81%	69%	76%
2. Grades 3-4	43	27	35
3. Grades 1-2	4	-	2
4. All grades	9	12	11
5. Social Studies Teacher (s)	4	4	4
6. Science Teacher(s)	2	-	1
7. Language Arts, English Teacher(s)	4	-	2
8. Math Teacher(s)	2	-	1
9. Art Teacher(s)	2	2	2
10. Other (e.g. 7th or 8th grade teacher(s)	-	6	3

The relatively small percentages of teachers indicating communications with other subject area teachers was due mainly to the fact that most classes in the two groups were self-contained rather than departmentalized.

In the usually informal discussions, what did teachers talk about with respect to their social studies program? Table V-25 indicates that most typically it was discussion of or sharing ideas about lessons, teaching, managing classes etc. Because, as mentioned above the majority of teachers had self-contained classes, there was much less frequent indication of any sort of formal coordination or planning of curriculum or activities.

Table V-25

What Talked About?

	Percent of Teachers		
	MACOS(N=55)	Non-MACOS(N=47)	Total (N=102)
1. Coordinating or planning curriculum or activities	31%	30%	30%
2. Sharing information, ideas for lessons, teaching, classroom management	87	94	89
3. Discipline problems	5	6	6
4. Parent/Community reactions	2	-	1
5. Education in general	2	-	1
6. Other	4	2	2

Despite commonalities of communicants and general topics of conversation, MACOS teachers appeared to discuss social studies with other teachers more frequently than non-MACOS teachers, as indicated in Table V-26.[40]

Table V-26

How Often Discussed Social Studies?

	MACOS(N=45)	Non-MACOS(N=38)	Total(N=83)
1. Seldom (2-3 times during the year)	2%	18%	8%
2. Sometimes (up to half a dozen times)	2	11	6
3. Fairly often (about once a month)	22	37	29
4. Often (weekly to daily	80	34	59

Some of the disparity between MACOS and non-MACOS teachers shown in Table V-26 comes about from the sheer mechanics of MACOS - e.g., the need to share films, projectors, records, etc. Sometimes several MACOS classes in a given school would come together to see a film and discuss it, which perforce would bring several teachers together. Sometimes the striking differences of MACOS, compared to other programs, would occasion exchanges about social studies. Often communications were among team members, which would account for some of the difference in frequency of communications between the two groups. There were more team-teaching or teacher-intern situations in the MACOS group (9 for MACOS, 6 for non-MACOS).

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[40] The columns in Table V-26 do not add to 100% because an occasional teacher would distinguish frequency of communications between more than one type of communicant, and was thus double counted.

2) Interactions with Principals

Table V-27 gives the percentages of teachers who indicated that they had discussed their social studies program with the principal during the year, and also whether or not the principal had observed the class.

Table V-27
Interactions with Principal About Social Studies
for MACOS and Non-MACOS Groups (percentages of teachers)

V-27a. Principal observed class this year?

	Yes	No	N
MACOS	60%	40%	55
Non-MACOS	49	51	47

V-27b. Talked with principal about class this year?

	Yes	No	N
MACOS	62%	38%	55
Non-MACOS	68	32	47

The surprising features are the relative infrequency of communications between some teachers and some principals about the social studies class. About a third of the MACOS and non-MACOS teachers stated that they had not discussed their social studies program with the principal during the year; even greater percentages said the class had not been observed during the year.

3) Interactions with Social Studies Supervisors, or other Instructional Supervisors, Helping Teachers or Other Persons from Central Administration

Most teachers in both groups said they had not talked with anyone from the central administration about their social studies program during the year, (MACOS: 65%; non-MACOS 72%). Over 80% of both groups said no central administration personnel had observed their social studies class during the year. On the other hand, a number of teachers had had very constructive and helpful contacts with their social studies coordinators or supervisors during the year.

b. Teachers' views of continuity of social studies programs

The following sequence of questions was asked of teachers:

> "Are there any similarities between your course this year and the social studies programs these students had in the two previous years (e.g., in third and fourth grade)? What are these similarities?"

> "Are there any differences between your course this year and the social studies programs these students had in the previous two years? What are these differences?"

> "Are there any similarities between the students' social studies program this year and their program next year? What are these similarities?

> "Are there any differences between the students' social studies program this year and their program next year? What are the differences?"

Descriptions were classified in eight basic categories:

1. Don't know
2. No similarities (differences)
3. Same (different) textbook or series
4. Similar (different) subject matter (countries, cultures, concepts, etc.)

5. Similar (different) skills (inquiry, research, library, map, how to, etc.)

6. Similar (different) focus on attitudes, behavior, values

7. Similar (different) approach, process, thrust, strategy, philosophy

8. Other

The results of the inquiry and coding are summarized in Tables V-28a-d.[41] The first striking point about all four sub-tables is the percentage of teachers who said they really did not know what similarities or differences there were in earlier or subsequent social studies programs (Category 1). Curiously, the MACOS teachers that contributed almost exclusively to that category in Table V-28a (similarities in program in grades 3 and 4) were 5th grade or non-graded teachers and those in the MACOS group that contributed the most to category 2 (no similarities)in the same table were 6th grade teachers. This was not thecase for Table 28b (past differences).

Sixth grade and non-graded teachers in both groups were more likely to say they didn't know about similarities or differences in programs their present students would have the following year (6th graders were moving on to junior high). When 5th grade teachers gave such a response, it was often because there was going to be a revision of or change in program in the school.

Despite occasional appearances, the comparative percentages between

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[41] The N's for questions about differences are lower than for similarities because a few teachers indicated that they didn't know about either in the first question, and were not coded again in the second one (see sequence described in text).

Table V-28a-d
Percentages of Teachers Citing Similarities and Differences of Previous and Future Programs of Their Students Compared to Course This Year[1]

a.

PAST SIMILARITIES	Category[2] 1	2	3	4	5	6	7	8	No. of tchs.	Ave. # Cat's per tch.
MACOS	25	17	9	21	19	11	25	2	53	1.3
Non-MACOS	18	14	27	16	16	2	24		49	1.2
Weighted Totals	22	16	18	19	18	7	25	1	102	1.2

1. Percentages rounded to the nearest whole number.
2. Category designations (see text also).
   1. Don't know
   2. No similarities
   3. Same textbook or series
   4. Similar subject matter
   5. Similar skills
   6. Similar focus on attitudes
   7. Similar teaching approaches, strategy, philosophy
   8. Other

b.

PAST DIFFERENCES	1	2	3	4	5	6	7	8	No. of tchs.	Ave. # Cat's per tch.
MACOS	18	4	24	39	16	6	33	8	49	1.6
Non-MACOS	11	2	11	46	20	13	20	11	46	1.3
Weighted Totals	15	3	18	42	18	9	26	9	95	1.5

1. Percentages rounded to the nearest whole number.
2. Category designations
   1. Dont' know
   2. No differences
   3. Different textbook or series
   4. Different subject matter
   5. Different Skills
   6. Different focus on attitudes
   7. Different teaching approach, strategy, philosophy
   8. Other

Table V-28a-d Continued

c. FUTURE SIMILARITIES	1	2	3	4	5	6	7	8	No. of tchs.	Ave. # Cat's per tch.
MACOS	31	19	17	17	11	4	17	2	54	1.2
Non-MACOS	40	7	11	7	9	2	29	4	45	1.2
Weighted Totals	35	14	14	12	10	3	22	3	99	1.2

1. Percentages rounded to the nearest whole number.
2. Category designations (see text also)
    1. Don't know
    2. No similarities
    3. Same textbook or series
    4. Similar subject matter
    5. Similar skills
    6. Similar focus on attitudes
    7. Similar teaching approach, strategy
    8. Other

d. FUTURE DIFFERENCES	1	2	3	4	5	6	7	8	No. of tchs.	Ave. # Cat's per tch.
MACOS	31	4	7	36	18	7	27	7	45	1.4
Non-MACOS	40	5	13	33	8	3	20		40	1.2
Weighted Totals	32	4	8	31	12	4	21	3	95	1.3

1. Percentages rounded to the nearest whole number.
2. Category designations
    1. Don't know
    2. No differences
    3. Different textbook or series
    4. Different subject matter
    5. Different skills
    6. Different focus on attitudes
    7. Different teaching approach, strategy
    8. Other

the two groups in different categories are not significantly different, by the statistical criterion employed throughout this section.

When teachers described similarities, they were apt to mention various characteristics. If MACOS teachers saw similarities in their program with those in the lower grade levels, they were a little more likely to describe similarities in teaching approaches, strategies, philosophy, etc (Category 7) (i.e. slightly more teachers mentioned it). For non-MACOS teachers the modal category was #3 (same text or series). In both groups, more teachers cited differences in content (in earlier and subsequent programs) than any other type of difference (Category 4).

The impression, from conducting interviews and reviewing transcripts was that, with some exceptions, many teachers were more clear or more specific in their descriptions of differences among programs than of similarities. The reader will recall that students, in analyzing the two pictures shown them by the researchers (cf. VB 4G above), were also far more likely to describe differences than similarities.

Figure V-8 gives illustrative descriptions by the mini-sample of teachers about similarities and differences, (pages V-197-V-212).

c) Teachers' perceptions of influence of the program on students' lives outside school

"From what you can tell, has your social studies program this year had any influence or effect on the lives or activities of your students outside school, such as changes in their attitudes toward others, in their TV viewing habits, or reading interests, or talking with their parents or games or activities outside school, or projects they may undertake; or whatever? If yes: Please give me some examples."

Table V-29

Teachers' Perceptions of Areas of Influence of Social Studies Program on Students' Lives Outside School[1]

	Category [2] 1	2	3	4	5	6	7	No. of tchs.	Ave. # Cat's per tch.
MACOS	6	22	54	2	26	15	4	54	1.2
Non-MACOS	6	24	41	2	39	12	10	49	1.3
Weighted Total	6	23	48	2	32	14	7	103	1.3

1. Percentages rounded to the nearest whole number
2. Category Designations
    1. No influence
    2. Don't know
    3. Students are more open, more tolerant of differences
    4. More interaction with parents
    5. T.V. viewing related to social studies
    6. More independent reading
    7. Other

In Table V-29 it can be seen that the most frequently mentioned influence in both groups was on students' attitudes and behavior (Category 3). This of course was something teachers could observe directly. Some teachers mentioned they hoped such changes transferred to life outside school. The next most frequently mentioned influences in both groups were television viewing related to social studies (Category 5) and more independent reading (Category 6). It can be seen that 22-24% of the teachers simply stated they did not know (or were not in a position to know) what influence their program had had on the lives of students outside school. Many of those who did describe evidence of impact did so tentatively. Figure V-9a (pgs V-213 -220) gives illustrative responses. Overall, the responses to this question are interesting to consider in light of the expressed need of many teachers to make social studies more relevant to the lives of students.

Regardless of the specificity of teachers' knowledge about their students' activities outside school, one source of feedback or information might have come from parents or community groups. Teachers were asked near the end of the year:

> "From what you can tell, has there been any reaction or comment about your social studies program from members of the community or parents?"

Percentages of classes indicating Yes were: MACOS, 48%; non-MACOS, 37%.[42] Although somewhat more MACOS classes answered affirmatively, the differences in percentages were not statistically significant. These figures, however, are interesting to compare with the results of a similar question asked in the preceding November/December (T-1) interviews. Then only 9 and 8% of the MACOS and non-MACOS teachers (respectively) answered affirmatively.

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[42] Number of classes: MACOS, 54; non-MACOS, 46. Feedback frequently came about in parent/teacher conferences during the year.

Affirmative answers in the present interview did not necessarily mean criticisms or complaints from parents or community groups. In a number of cases in both groups the reactions were positive. Typical negative reactions described by both groups came from occasional individual parents or other visitors. In the case of MACOS teachers negative responses were a reaction to the critical commentary that was appearing in the newspapers. In both groups, negative responses also concerned students' knowledge (or lack of it) of American history (with the Bicentennial approaching). Most teachers inboth groups seemed to believe that once they had had a chance to discuss with parents or others what they were doing and its rationale, concerns were alleviated. In only one of the 15 school districts in the project was there a systematic opposition to MACOS during the year.

The reader can see specific responses to questions of reactions in Figure V-9b, (see pages V-221-V-226).

d. The problem of controversial or sensitive issues, concepts, or topics

What did teachers in the two groups see as controversial or sensitive? How did they handle them in class? Did they specifically avoid some topics or concepts?[43] Here was the sequence of questions posed:

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[43] The project had been interested in such questions throughout the year. They were explored only at the end of the year in part to minimize any influence of the study on what teachers did in their classes.

"Have you dealt with any significant local or national controversial issues in your social studies program this year? If yes:

1. Would you please list those issues?

2. How did you handle them in class? What activities were used?

"Have you dealt with any controversial concepts or subjects in your social studies program this year? If yes:

1. Would you please list them?

2. How did you handle them in class?"

"Were there any controversial concepts or subjects you could have dealt with in your program or materials, which you decided not to go into in class? If yes:

1. Would you please describe them?

2. Why did you decide not to treat them in class?

Responses to the question about local or national controversial issues were classified in 11 categories:

1. None

2. Crime (including death penalty)

3. Sex (life cycles, reproduction, sex education, abortion, sperm banks, etc)

4. Religion

5. Race, minorities, women's rights or lib, gay rights, etc.

6. Energy, pollution, environmental issues

7. Economy (recession, inflation, etc.)

8. War (Vietnam, Vietnam refugees)

9. National politics (Watergate; government/corruption; foreign affairs)

10. Evolution, natural selection

11. Other (e.g., old age, treatment of elderly; transplanting organs; how children are punished; hunger, starvation; personal problems; the future; forced bussing; propaganda; drugs; book burning in West Virginia; metric system; the Bicentennial; American revolutionaries today; Russia; Chile; etc.)

Percentages of classes coded in these categories are shown in Table V-30a. What teachers considered controversial, of course, varied from teacher to teacher. For example, 20% of the non-MACOS teachers felt that energy, pollution or environmental issues were controversial (Category 6), while only 4% of the MACOS teachers cited such topics. Many others may have dealt with such issues but did not consider them controversial. Obviously a sizeable fraction of teachers in both groups said they had not dealt with issues they considered controversial. When such issues came up, they were initiated sometimes by students, sometimes by the teacher, sometimes by other sources (such as the curriculum materials, Weekly Reader, Junior Scholastic, etc.) in roughly equal measure in both groups.

When controversial national or local issues did come up, they were almost always dealt with by a general discussion to get different views. Few teachers indicated that they tried to reach conclusions based on the facts, or to encourage further fact-finding outside the class to evaluate different points of view. Figure V-10 gives teachers descriptions from the sub-sample of MACOS and non-MACOS classes, (See pages V-227-V-236).

A code was added to the classification of teachers' responses to the

Table V-30a
Controversial Local or National Issues Dealt With
(Percentages of Teachers)[1]

	Category[2]											
	1	2	3	4	5	6	7	8	9	10	11	No. of tchs.	Ave. # Cat's per tch.
MACOS	47	4	15	11	11	4	4	25	24	4	13	55	1.6
Non-MACOS	30	4	4	4	4	20	12	12	34	2	24	50	1.8
Weighted Totals	39	4	10	8	16	8	8	2	28	3	18	105	1.7

1. Percentages are rounded to the nearest whole number.
2. Category designations (see text also).
    1. None
    2. Crime
    3. Sex (life cycle, reproduction, etc.)
    4. Religion
    5. Race, minorities
    6. Energy
    7. Economy
    8. War
    9. Politics
    10. Evolution, natural selection
    11. Other

question of whether or not they had dealt with any concepts or topics in their social studies program during the year that some people might consider sensitive or controversial. Some teachers mentioned such things as female infanticide; senilicide; wife swapping; birth of babies and how parents at home prepared for it, etc. Such topics were classified under the heading of Family Matters. The results of the question are shown in Table V-30b which includes the same categories as Table V-30a (see also Figure V-11).* The category Other in Table V-30b also includes such topics as slavery, killing caribou, and several others not already listed above.

None of the differences between groups for a particular category other than None is significant or "suggestive," as these terms have been used here. Significantly more teachers in the MACOS group, however, described what they thought were sensitive issues, and certainly at that time some were matters of heated argument in Congress and in the press.

One point of interest in Table V-30b is that the modal concept or topic mentioned by MACOS teachers was in the category labelled Sex (Category 3), while the modal category for non-MACOS teachers was Category 5 (topics dealing with racial problems, treatment of minorities, women's rights and the like). For MACOS teachers, the typical responses in Category 3 were in reference to the Herring Gull film, reproduction, life cycles and abortion (teachers in both groups mentioned the latter). The specific subjects mentioned by MACOS teachers under the category called Family Matters had to do with some of the topics covered in the Netsilik units that have been decried by critics.

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*See pages V-237-V-241.

Table V-30b

Concepts or Topics Dealt With That People May Consider Sensitive or Controversial (Percentages of Teachers)[1]

	Categories[2] 1	2	3	4	5	6	7	8	9	10	11	12	No. of Tchs.	Ave. # Cat's per tch.
MACOS	18		33	9	13	0	2	5	7	9	18	24	55	1.4
Non-MACOS	39	2	14	16	27	5	0	8	6	4	8	16	49	1.5
Weighted Totals	28	1	24	13	19	3	1	7	7	7	13	20	104	1.4

1. Percentages rounded to nearest whole number.
2. Category designations (see text also)

1. None
2. Crime
3. Sex (life cycles, reproduction, etc.)
4. Religion
5. Race, minorities
6. Energy
7. Economy
8. War
9. Politics
10. Evolution, natural selection
11. Family matters
12. Other

The topics mentioned by non-MACOS teachers that were classified in that category were running away from home, the right of the government to encourage or discourage childbearing in families, advantages and disadvantages to living in small or large families or in extended or nuclear families, sex education and family life, child rearing practices the students encountered, family relationships, responsibilities and the like.

Teachers were asked again how such topics were handled in class. Again the predominant response was through discussion. There was more variation, however, in descriptions of what was done by teachers than to the same previous question. Some teachers sent letters to parents about pending lessons, films or assignments (e.g., the conflict assignment in MACOS in which students are to observe conflict in others). The purposes were described, and typically parent consent was requested. Others, in both groups,allowed a free expression of opinion among students, but did not encourage discussion or attempt to focus or guide it. Others allowed discussion to the point at which they felt they were reaching District policy limits, and then referred the students to their parents for further discussion, or asked students who wished to pursue a subject to meet with the teacher privately. Others ignored certain reactions or questions and went on to other matters. Some had a regular period for discussion of topics which students wanted to talk about. And others provided guided discussion, attempting to bring out different factors inherent in a concept or topic. Very few teachers described encouraging research or further inquiry aimed at clarifying opinions.

Did teachers avoid some concepts or topics that they thought were sensitive or controversial? Most replied in the negative (MACOS, 67%, non-MACOS, 76%). Topics mentioned by those who did avoid going into them are shown in Table V-31.

Table V-31
Percentages of Teachers Mentioning Topics Avoided in Class

	MACOS (N=54)	Non-MACOS (N=49)	Total (N=103)
1. Crime	6%	2%	4%
2. Sex (primarily reproduction)	17	6	12
3. Religion	-	4	3
4. Race, minorities	-	6	3
5. Politics	-	2	1
6. Evolution, natural selection	7	-	4
7. Other	7	4	6

When teachers did describe avoiding a topic or concept in class, reasons given were similar in both groups, as shown in Table V-32.

Table V-32
Reasons Given for Avoiding Certain Sensitive Topics in Class

	MACOS (N=54)	Non-MACOS (N=49)	Total (N=103)
1. Concern about parent's reactions	7%	8%	8%
2. Students not mature enough	6	-	3
3. Other matters given priority	6	4	5
4. Administration advised against	7	2	5
5. Not sure how to handle	2	4	3
6. Other	6	-	3

One should not conclude that teachers who did deal with sensitive or controversial topics were unaware of or unconcerned about reactions from parents, or effects on students. An examination of transcripts made it clear that they were aware and concerned, but most felt sensitive or controversial topics could be dealt with constructively within the context of particular lessons or broader issues. From what teachers said there seemed to be no systematic differences between the two main groups of teachers in awareness or in methods of handling sensitive topics. That seemed true whether students raised a topic or it flowed from the content of a lesson or unit. There were very evident differences from teacher to teacher within each group. Figure V-12 bears out those impressions, (See pages V-242-V-245).

Should teachers deal with sensitive or controversial topics? What concepts or topics? How should they do so? What educational objectives are to be served? Are those objectives appropriate? Who decides? By what process? These were some of the more important questions underlying the topic under consideration here. The information obtained in T-3 is descriptive and can only help depict the situation, as described by teachers.

e. Teachers' perceptions of the effects and adequacy of this study

The final two questions asked of teachers were:

> "What positive or negative effects has our research project had on you, your students or the school this year?"
>
> "Do you believe we have observed the significant features or important aspects of your social studies program this year? If no: What do you think we missed?"

There was relatively little difference between the two groups with respect to assessment of effects of our study, as shown by Table V-33 (see also Figure V-13, See pages V-246-V-252).

Table V-33
Percentages of Classes in Which Teachers
Described Effects of the Research Project
as Positive, Negative, Mixed and None[44]

	MACOS	Non-MACOS	Total
1. Positive Effects	22%	31%	26%
2. Mixed (+ and -)	15	19	17
3. Negative	31	29	30
4. No Effects	31	21	26
Total	99%*	100%	99%*

*Totals are not 100% due to rounding

There were slightly different emphases between the two groups in the reference of effects, positive and/or negative. In the MACOS group, 45% of the positive effects cited referred to effects on the teacher or on the class in general; 55% referred to positive effects on students. For the non-MACOS group, 58% of the positive effects mentioned referred to the teacher, 42% to students. Seventy six percent of the negative effects mentioned by MACOS teachers referred to the teacher, 24% to students. In the non-MACOS group the corresponding percentages were 52 and 48%.

As described by teachers, what were the positive and negative effects on teachers and students? They were virtually identical in both groups. Almost without exception, positive effects on teachers included the teacher giving more thought and attention to the social studies program (what they were attempting to do and why) than they otherwise might have done. Typical positive effects on students involved students' feeling flattered or special because they were part of a national project, or that someone from Washington, D.C., would come out to interview them about their experiences and ideas.

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[44] Counts were made by one staff member. N's are: MACOS 54; non-MACOS 48.

The most common negative effects on teachers involved the time required to complete the various forms, scheduling problems, and the time taken from class periods by the project to administer tests. Some teachers in one district were disturbed by some parents' reactions to the project. Without exception, the negative effects described for students had to do with the tests or questionnaires (they hated the tests; they were tested incessantly by other programs, including local and state testing, and groaned when yet more tests came along; the poor readers especially felt badly; some teachers said some students had told them that they didn't try on the tests or take them seriously because they knew the results would not count on their records).

Some teachers in both groups were puzzled, skeptical or (in one or two cases in both groups) clearly hostile with respect to the project, its purposes and design. Many teachers in both groups were very interested in outcomes of the study. A few felt they had invalidated results because they had not carried out their programs as they would have preferred (not because of the study, but because of other intervening factors), or because their students were not as good or responsive a group as in prior year.

To what extent did teachers think that the project staff had observed (by tests, questionnaires, interviews and a classroom observation) the significant features or important aspects of their programs? Fifty seven (57) percent of the MACOS teachers and 31% of the non-MACOS teachers thought the project had missed them.[45] The difference is significant (Chi-square = 6.006, df = 1, $p \leq .02$).

The omitted features as described by teachers follow:

1. General classroom interactions, exciting discussions, unpredictable indicative exchanges or statements, etc. during the year (i. e. discussions)
2. Particular projects, events, plays, international festivals, games, class court or government (i. e. things done)
3. General changes in attitudes or behavior of students toward each other.
4. Other (often: "well, you didn't really observe the class at all." This was frequently accompanied by statements indicating that teachers had in mind observations and evaluation of how they conducted lessons, handled problems, etc.)

A comparison of descriptions given by the 31 MACOS and 15 non-MACOS teachers who thought the project did miss essential features showed very little difference in percentages among categories:

Table V-34
Categories of Essential Features Missed
Based on Responses of Teacher Who Thought
Such Features Were Missed

Category	MACOS	Non-MACOS
1. Discussions	41%	40%
2. Projects	36	27
3. Attitudes	-	7
4. Other	48	47

---

[45] N's are 54 and 48 respectively.

In effect, MACOS teachers were more likely than non-MACOS teachers to say that important aspects of their program had been missed. The reasons they gave, however, were not different in nature from those of non-MACOS teachers who shared the same belief. Figure V-14 gives actual comments made by teachers in both groups, (V-253-V-258).

MACOS teachers who thought the project had had negative effects, with no positive effects on them or their students, were more likely than the corresponding non-MACOS teachers to say that significant or important aspects of their programs had been missed. They were about equally divided as to whether they described a negative effect on them (the forms, time, scheduling, etc.) or on their students (the tests). The five non-MACOS teachers who described only negative effects of the projects cited (with one exception) the time and effort involved with the forms. That is, the negative effect described was on the teacher.

While there was a suggestion that there was some association of negative effects of the project with belief that essentials were missed among MACOS teachers, there was a tendency in the opposite direction among non-MACOS teachers.

6. Interviews with Students, April/May 1975 (S-3)

The objectives of the final interviews of the year with students were to:

- determine what the class had been studying recently, and the methods used
- assess whether students felt free to express their own opinions or feelings, and how they perceived the handling of disagreements in class by the teacher
- assess extent to which the MACOS and non-MACOS groups had the opportunity to discuss current events
- inquire about the extent to which students discussed questions of discrimination or prejudice in social studies
- assess students' opinions about the customs and practices of cultures they had been studying during the year

a. Content and methods

Final shifts in subject matter, especially among MACOS classes (cf. Table V-8) have previously been noted. Most MACOS classes were on the Netsilik Eskimos or other modern countries or cultures. Emphasis on map and globe skills had dropped off substantially in non-MACOS classes, judging from students' descriptions.

Results of descriptions by students about methods used in studying social studies are given in Table V-35. These results showed two interesting shifts from the descriptions given in February/March (S-2, Table V-21).

Table V-35
Percentages of Classes in Which Particular Methods of Study Since Easter Were Mentioned by One or More Students*

	Category**							No. of Classes	Ave. Categories Per Class
	1	2	3	4	5	6	7		
MACOS	36%	82%	93%	64%	69%	96%	2%	55	4.4
Non-MACOS	73+	88	85	85	90	90	8	48	4.7
	53	84	89	74	93	93	5	103	4.5

*All percentages rounded.

**Category Designations (Same as Tables V9, 10 and 21)

1. Doing Reports	5. Projects
2. Reading	6. Audio-Visual activities
3. Group Work	7. Other
4. Assignments	

+ Diffference is significant; p ≤ .0083.

First, Category 1, (Doing reports) had increased in prevalence among non-MACOS classes since the S-2 interview, and decreased among MACOS classes. Second, mention of audio-visual activities (Category 6) which had been mentioned significantly less frequently by non-MACOS than MACOS classes in S-2 increased dramatically in non-MACOS classes (from 59% of the classes mentioning them in S-2 to 90% in S-3). It was essentially the same in prevalence as among MACOS classes.

Otherwise prevalence rates in different categories of activities or methods of study remained very similar in both groups to those found in S-2.

b. How did students perceive the management of disagreements over facts or opinions in their classes?

A critical issue in social studies is how inquiry is practiced, especially when questions or issues arise over a spontaneous disagreement on matter of opinion. It is one thing to draw out opinions, quite another to teach students how to analyze opinions, to bring evidence to bear, to weigh and evaluate different positions. A concern is that in the absence of such follow-through all opinions end up seeming equally valid or defensible.

The issue is complex. As various authors have noted, it is not necessarily the function of the teacher to mandate or impose a particular substantive value or position on specific issues, although it should be the function of the teacher to teach how to analyze issues intelligently.[45]

In T-3 it was seen that teachers varied according to how they handled sensitive or controversial topics or concepts in class. The predominant approach was general discussion to bring out alternatives. Also, it was seen that sometimes teachers organized formal debates over a question or topic. In the questioning described next, an attempt was made to obtain students' views of what happened when there were disagreements over content, ideas or opinions in social studies.

The following series of questions was posed to students:

> "When you are learning about (summary statement) do you get to say what you really think in class? If yes, can you give me some examples? If no, why not?"
>
> "Do kids in your social studies class ever disagree with the teacher? If no, why not?"
>
> 1. If yes, can you give me some examples?
> 2. What happens then? How does (do) the disagreement(s) get settled?

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[45] See, for example, Edwin Fenton, Teaching the New Social Studies in Secondary Schools. New York: Holt, Rinehart, and Winston, 1966. It is important to remember that the concern here is with 10-12 year olds, not high school or college students toward whom much inquiry theory seems to be directed.

3. When there is a disagreement or difference of opinion like that in class, do the kids ever go out and try to get information to see who's right by looking things up in a book in class, or going to the library, or asking people outside school or at home? Or going out and seeing for yourself?

4. If yes, what happens after they do that?

5. Can you think of any other examples of kids disagreeing with the teacher in social studies class?"

"Do kids in your social studies class ever disagree with ideas you learn in social studies? If yes:

1. Can you give me some examples?

2. What happens? How do the disagreements usually get settled?"

Although questions had different objectives, they were interrelated. Therefore, the sequence was treated as a whole. A scale ranging from "Teacher discourages debate/gives and/or insists on answers" to "Teacher encourages inquiry beyond class period and guides resolution of argument through use of evidence," was defined.

The scale had three main levels with two or three categories within each level, for a total of 8 scale positions. Levels were: 1) discouragement of discussion, argument, debate; 2) debate or discussion allowed or encouraged during the class period; 3) inquiry about an issue or topic encouraged beyond class period. The attempt was made to distinguish within the levels the role of the teacher in the resolution of a disagreement (e.g., taking no position, giving or supporting an answer or position, assisting students in resolving disagreements through the use and analysis of evidence.

Coders were instructed to rate only disputes, arguments or disagreements over content, ideas or opinions, not over clearly personal matters. It was a particularly difficult task for the coders. Often there was little information to make a classification with reasonable assurance. Sometimes students would describe two quite different procedures or conditions. All kinds of disagreements were described, such as disputes over how to spell a word, and arguments over which student's model boat most accurately reproduced the design of a Netsilik kyack (the class looked at a film again to find out).

Although the overall results of the coding effort made sense when compared to the original transcripts, the project was not sufficiently satisfied with the scales and their reliability. Thus there will be no report on quantitative results. Instead a narrative description of main results will be given.

First, the disagreements described by students were overwhelmingly about factual matters. Thus, the predominant mode of resolution was to refer to available sources (texts, booklets, dictionary, encyclopedia, films, etc.) when a disagreement arose. Either the teacher or the students looked up information that helped resolve a question. Often, too, students and teacher, or just students discussed a problem and tried to reach a conclusion. Sometimes they ended by agreeing to disagree. All these approaches were typically carried out during the class period (level 2). Indeed, descriptions falling in level 2 accounted for more than 70% of the cases.

Examples in level 1 (debates discouraged) were few in both groups (less than 10% of the classes). Descriptions that appeared to indicate that students thought argument or debate was discouraged included:

-the teacher doesn't give you a fair chance - she just checks on how it is in the book, not if you did research on it;

-they (teachers) win, they win, if they lose, they get mad; the teachers always win.

-you never get a chance to (disagree) ; Interviewer: what would happen if you did disagree? Nothing, we can't do anything; she just gets mad and says you do as I say; you'd never hear the end of it - she will not let kids express their own viewpoints; she will but she'll immediately contradict them; she will not go through a hassle to help kids learn;

-you just have to go along with him... (he) just kept calling us a liar;

-they won't let kids express their opinions very well because she'll say that's wrong.

Examples of encouragement of inquiry beyond the classroom period (level 3) to resolve or clarify disagreements were statements such as:

-do outside research and report back to the teacher who passes the information on to the class;

-report information to the reacher and he reports to the class;

-teacher says, "Well, why doesn't someone look that up for homework; they say for your homework tonight just look in the encyclopedia or whatever and then come back to the class (sometimes goes on to tell the class, sometimes not);

-usually he assigns someone to look it up;

-(teacher) will research it and see if they're right or not;

Some general comments on how arguments or disagreements get settled or handled:

-we look at the source of the problem and go on and find out how it really is;

-you have to tell why you disagree with her; arguments get settled after she explains it all;

-we work it out... work it through and work both sides and see which is best - you can't just drop it and then you'll never know the answer;

-she doesn't argue, she'll compromise or she'll just talk with you about it and you'll come up with a conclusion;

-after we do look she asks us what made us think that such and such a thing had happened when it really didn't and we have to explain to her the way it really did happen and either that or we write a report; you have to tell why you disagree;

-take a poll ; we really discuss them good;

-sometimes (the teacher) doesn't agree with what we say and other people will agree but he won't agree and so we just discuss it and we look at all the good points and the bad points about each side.

Generally students did not or could not think of disagreement over ideas. With few exceptions, they did not allude to subjects teachers had described as sensitive or controversial.

The data from students (as well as from teachers) suggest that "discussion of a problem" was the primary approach; the main objective was to look at all sides and get different points of view on the table. When students did give descriptions of the next steps (evaluation, conclusion), what they said suggested that the characteristic approaches were either a consensus process ("and then we decide") or agreeing to let matters stand as differences in points of view. Teachers' descriptions of how they handled sensitive or controversial concepts or topics left a similar impression.

c. Current events

Of interest to the project was the extent to which both MACOS and non-MACOS classes were concerned with current events, what students discussed, and who initiated topics. The questions asked were:

> "Do you ever talk about current events or things in the news?
> What topics do you talk about? What are the activities?
> What do you do in class? Who decides what topics to talk about?

Results are shown in Table V-36, which gives breakdowns for grade level as well as for groups.

Thirteen percent of the samples of students both from MACOS and non-MACOS groups said their class did not discuss current events. Most of the differences in percentages between main groups were not statistically significant. An exception was Sports (Topic 11) which was reported by students from 13% of the MACOS classes and none of the 47 non-MACOS classes. Otherwise, the predominant topics for the MACOS group were Local News, Environment and Politics; for the non-MACOS groups they were War, Politics, Environment and Foreign/International Affairs. In the MACOS group, Environment (pollution, conservation, etc.) was the topic most often mentioned by 5th grade classes, but local news (not pertaining to environmental issues) was mentioned slightly more frequently than environmental matters by representatives of 6th grade classes.

Who decided which topics to discuss in class? Categories of decision-makers in both groups occurred with almost identical frequency, as shown in Table V-37. Note that Table V-37 is an unduplicated count. That is, students in particular classes agreed the decision was made always by the teacher, or the students, or sometimes one, sometimes the other. It was most typically sometimes the teacher and sometimes the students who decided which topics would be discussed, according to students' perceptions. Less frequently did

Table V-36
Percentages of Classes Describing Different Current Events Topics Discussed[1]

Table	Group, Grade	Topics[2] 0	1	2	3	4	5	6	7	8	9	10	11	12	13	No. of classes	Ave. # Cat's per cl.
V-36a	MACOS, Grade 5	11	6	6	39	11	11	6		22	22	6	11	6	11	18	1.7
	Non-MACOS, Grade 5	17	13	26	26		4	13	4	9	18	9		4	8	23	1.5
V-36b	MACOS, Grade 6	11	16	26	21	5	5	5		6	32		10		21	19	1.6
	Non-MACOS, Grade 6	6	29	24	18	6	18	29	6	6	18			24	12	17	1.9
V-36c	MACOS, Non-Graded	20	40	7	7	7	7	7		7	27		20		13	15	1.6
	Non-MACOS, Non Gr.	14	57	43	14	29		29		14					14	7	2.1
V-36d	All MACOS	13	19	13	23	6	8	6		12	27	2	13*	6	14	52	1.6
	All Non-MACOS	13	26	28	21	6	9	21	4	9	15	4	*	11	11	47	1.8
	Weighted Total of all Classes	13	22	20	22	6	8	13	2	10	21	3	6	8	13	99	1.7

*Suggestive difference; .02 > p > .0045.

1. All percentages rounded to the nearest whole number.
2. Topic designations (see text also)

0. Don't discuss current events	5. Crime	9. Local news
1. Politics	6. Foreign, international affairs	10. Space travel
2. War	7. Minority group matters	11. Sports
3. Environment	8. Recession	12. No specified
4. Energy crisis		13. Other

classes say it was usually up to the students. Note, however, that among the MACOS classes, it was predominantly 6th graders who said that the choice of topic was up to them (Tables V-36b).

Overall most classes, regardless of MACOS or non-MACOS discussed current events in some form. The extent of focus varied among classes. In some cases current events was a separate period of the day, set aside for that purpose. Sometimes consideration of current events was regularly scheduled, or held extemporaneously. Sometimes students were assigned topics to investigate and report in class; sometimes discussion of current events came up spontaneously according to the interests of teachers and/or students. As with many aspects of social studies, the striking characteristic was variety.

d. Discrimination, prejudice, unfairness

Do students in different classes find themselves talking about issues of prejudice or discrimination? The results shown in Table V-36, Column 7 suggest that the topic was seen by nearly all groups of students as something not discussed under current events.

Following the questions about current events, students were asked:

> "In social studies class, do you ever talk about unfairness or prejudice toward people or groups? If no, do you ever talk about them in any other class? If yes, can you describe what you talked about - give me some examples of what you said?"
>
> "Have you ever talked about unfairness toward different races, or toward men and women, or toward religions, or toward poor people, or people in other countries? If yes:
>
> 1. Can you tell me what you talked about or give me some examples of what you discussed?

Table V-37
Who Usually Decides What Current Event Topics to Talk About (Percentage of Classes)[1]

			Initiation[2]				
Sub-Table	Group/Grade	0	1	2	3	No of classes	Ave. # Cat's per cl.
V-37a	MACOS, Grade 5		18	41	41	17	1
	Non-MACOS, Grade 5	19	19	24	38	21	1
V-37b	MACOS, Grade 6	7	40	33	20	15	1
	Non-MACOS, Grade 6	7	29	29	36	14	1
V-37c	MACOS, Non-Graded	15	31	15	38	13	1
	Non-MACOS, Non-Graded		29	57	14	7	1
V-37d	All MACOS	7	29	31	33	45	1
	All Non-MACOS	12	24	31	33	42	1
	Weighted Total of all Classes	9	26	31	33	87	1

1. All percentages rounded to the nearest whole number.
2. Category designations (see text also)
   0. No specified data
   1. Student
   2. Teacher
   3. Sometimes one, sometimes the other

2. Who usually brings these things up in class – the kids or the teacher?

3. Do you talk about these things very often or just once in awhile?

Answers to the general question, in terms of percentages of classes are shown in Table V-38.

Table V-38

Ever Talk About Unfairness or Prejudice Toward People or Groups in Social Studies

	Yes	Maybe*	No	Total	N
MACOS	57%	4%	39%	100%	54
Non-MACOS	68	6	26	100	47
Total	62	5	33	101	101

*Students disagreed as to whether Yes or No.

The majority of classes in both groups gave responses indicating that they believed they had discussed this topic at least once.

The next question attempted to delineate specific areas of discrimination, prejudice or unfairness that may have been discussed, as best students could recall. Table V-39 shows percentages of classes (represented by four students in each case) that indicated that the different areas had or had not been discussed in social studies. Table V-39 is in effect 5 separate tables presented together to aid in inspection of differences among subject areas.

Table V-39

Discussed Prejudice, Discrimination or Unfairness With Respect to Particular Subjects (Percentages of classes)

Subject	Group	Yes	Maybe	No	Total	N
1. Different Races	MACOS	37%	-	63%	100%	54
	Non-MACOS	46	4	50	100	46
	Total	41	2	57	100	100
2. Men and Women	MACOS	33%	-	67%	100%	54
	Non-MACOS	28	2	70	100	46
	Total	31	1	68	100	100
3. Religions	MACOS	30%	-	70%	100%	54
	Non-MACOS	35	2	63	100	48
	Total	31	1	67	100	102
4. Poor People	MACOS	35%	-	65%	100%	54
	Non-MACOS	30	2	68	100	47
	Total	33	1	66	100	101
5. People in other Countries	MACOS	24%	-	76%	100%	54
	Non-MACOS	38	-	62	100	47
	Total	31	-	69	100	101

It is evident in Table V-39 that there was substantial similarity among the two main groups as to prevalence of discussions about discrimination with respect to different subjects. By reading down the Yes column for the different tables, it can also be seen that the most frequently mentioned subject of discussion about discrimination in both groups was race. Thereafter, the order of prevalence of subjects discussed differed somewhat between the two groups. For the MACOS group, subjects in descending order of prevalence were: Race, Poor People, Men and Women, Religion and Other Countries; the order for the non-MACOS group was: Race, Other Countries, Religion, Poor People and Men and Women.

Figure V-15 helps clarify what students meant when they referred to discrimination.* The illustrative statements in Figure V-15 came as always from the mini-study classes and included, of course, classes in which the students in effect said they did not discuss such topics in social studies. In a few instances a different class was identified as the class in which a subject came up (e.g., science, physical education). In some cases, in both groups, the students made it clear that the subject was directly related to the content of the course (e.g., "yes, like the Eskimos just push their wife around;" "once in a while, when we were studying about India, we would talk about... how unfair the caste system (is)"). In other cases the discussions may or may not have flowed from the content of the course; an inference cannot be drawn with confidence. For example, discussions of sex role differences often centered around what boys could or should do, and what girls couldn't or shouldn't. Whether such discussions flowed from examination of sex role differences in cultures being studied cannot be ascertained in many cases on the basis of comments in the transcripts.

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*See pages V-259-V-266.

The coders attempted an analysis of relative frequency of discussions of discrimination. In both groups the indications were typically one to a few times (2-3 times), as opposed to quite often or very often, (weekly to daily).

In the case of the MACOS group, the order of prevalence of responses (frommost to least frequently mentioned) to the question of who usually brought up such topics was teacher, students, sometimes one /sometimes the other; for non-MACOS classes it was sometimes one/sometimes the other, teacher, students.

The subject of discrimination or prejudice was a sensitive one with many teachers. Descriptions given by groups of students were relatively sparse and unembellished with detail in many cases, as can be seen in Figure V-15.[46] An overall impression was that with respect to this subject, discussion was infrequent in both groups, and apt to be unsystematic or lacking in depth of analysis or exploration.

e. Opinions about beliefs, customs and ways of life of other peoples

The final set of questions in S-3 was an effort to assess students' views about the customs and ways of life of the cultures or people they had studied during the year. Did students appear to see strange or unusual customs as desirable, or at least acceptable? Did students appear to see advantages or positive aspects of other cultures or times, compared to ours now? What were those advantages?

The specific sequence of questions was:

> "This year in social studies, have you learned about any ideas or beliefs that people have or ways that they live that seemed strange or different to you? If yes, can you give me some examples?
>
> "Have you learned any ideas or beliefs that people have or ways that they live that seem wrong to you? If yes: 1) Can you give me some examples? 2) Why does that seem wrong to you?"
>
> "Have you learned any ideas or beliefs that people have or ways that they live that seem better than what we do in our country now? If yes: 1) Can you give me some examples? 2) Why does that seem better to you?"

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[46] Compare, for example, Figure V-15 with the richness of contributions and detail in Figure V-16.

The categories used for coding responses are largely self-explanatory and are listed in the tables of results. It is necessary to continue to bear in mind that the results came from the statements of a random sample of four students from each class interviewed as a group. Thus the class continued to be used as the unit to be counted, despite the fact that a topic on which coders agreed as to classification may have come from only one student. Even in presenting illustrative statements, the comments of several students were grouped topically rather than listing each separately.

A reading of the transcripts showed that debate was rare among students during an interview over right and wrong, good or bad. The typical patterns were to elaborate upon another's remarks, to provide more detail in response to the interviewer's probing, and/or to give a different example from those which had been given.

Summary results for the sequence of questions above are given in Table V-40 (Ways that seemed strange). Few classes in either group failed to find something strange (Column 0). A typical comment about a custom was: "that's weird." MACOS students obviously found daily customs or habits to be strange (Category 5) far more frequently than did non-MACOS students. While 5th and 6th grade classes in both groups tended to contribute in similar proportions to the group totals in Category 5 (Daily customs, habits), there was indication that MACOS and non-MACOS 6th grade classes were more likely than 5th grade classes to mention subjects related to ceremonies, religious practices and beliefs, etc (Category 4). Interestingly, non-MACOS classes mentioned Food

Table V–40
Learn About Ways That Seemed Strange?
Percentages of Classes Coded in Topical Categories

Sub-Table	Group/Grade	0	1	2	3	4	5	6	7	No. of classes	Ave. # Cat's per cl.
V–40a	MACOS, Grade 5	5	50	30	25	30	60	10	20	20	2.5
	Non-MACOS, Grade 5	4	20	28	8	24	40	4	12	25	1.4
V–40b	MACOS, Grade 6		50	25	10	50	60		10	20	2.1
	Non-MACOS, Grade 6		53	42	29	65	47	6	12	17	2.6
V–40c	MACOS, Non-Graded	13	47	20	13	67	73	7	20	15	2.6
	Non-MACOS, Non-Graded		43	14		57	14	14		7	1.4
V–40d	All MACOS	5	49	25	16	47	89*	5	16	55	2.3
	All Non-MACOS	2	35	31	14	43	39*	6	10	49	1.8
	Weighted Total of all Classes	4	42	29	15	45	55	6	13	104	2.1

1. All percentages rounded to the nearest whole number.
2. Category designations
   0. Nothing seemed strange
   1. Food
   2. Housing
   3. Clothing
   4. Ceremonies, prayers, religious beliefs, myths
   5. Daily customs, habits
   6. Language
   7. Other

*Difference is significant; $p \leq .0083$ (only Table V–40d tested)

(Category 1) relatively frequently. That topic was of course a matter of major fascination for MACOS students, as will be seen, especially in the Follow-up results.

Table V-41 (Ways that seem wrong) shows further differentiation related to curriculum groups. First, however, note that similar proportions of both groups of classes indicated that they did not think any ways they had studied about were wrong (See Category 0 in Table V-41).[47]

With respect to curriculum differences, MACOS classes thought that the killing of animals by the Netsilik, including the manner in which they did it, was wrong (Category 2). A greater proportion of non-MACOS classes mentioned exploitation practices they thought were wrong (Category 4). This latter category for non-MACOS students included such topics as slavery, exploitation of peasants by kings, of Central American Indians by conquistadors, of people in Russia by the Communist government, of others (e.g. Indians) by Americans, etc.

There are grade level differences between groups in Table V-41 that provide bases for conjectures about age differences in reactions or orientations. First, in the MACOS groups of classes, it is interesting to note that it was predominantly 6th graders relative to 5th graders that contributed to the MACOS group total percentage for Nothing Wrong (Category 0), and to a lesser extent, to Category 5 (Sacrificing lives for group survival). On the other hand, it was predominantly 5th grade MACOS classes that contributed to the group totals

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[47] The Chi-square comparing groups with respect to frequencies in Category 0 vs. all other categories was not significant. Further tests of differences between groups for other categories were not made.

Table V-41

Learn About Ways That Seemed Wrong? Percentages of Classes Coded in Topical Categories[1]

		Category[2] 0	1	2	3	4	5	6	No. of classes	Ave. # Cat's per class
V-41a	MACOS, Grade 5	18	18	12	29	24	18	41	17	1.6
	Non-MACOS, Grade 5	25			8	33	8		24	1.1
V-41b	MACOS, Grade 6	60	10	10	5		35	10	20	1.3
	Non-MACOS, Grade 6	39	6			28	17	39	18	1.3
V-41c	MACOS-non gr., total	53		7		13	20	27	15	1.2
	Non-MACOS-non gr., total	43				29	29	29	7	1.3
V-41d	All MACOS	44	10	10	15	8	25	25	52	1.5
	All non-MACOS	33	2		4	31	14	35	49	1.2
	Weighted Total	39	6	5	10	19	20	30	101	1.3

1. All percentages rounded to the nearest whole number.
2. Category designations

0. Nothing seemed wrong
1. Treatment of animals (e.g., Eskimos mean to dogs)
2. Killing animals, (including how it is done)
3. Treatment of children (includes female infanticide)
4. Exploitation of people, individual, minority groups, etc.
5. Sacrificing lives for group survival (leaving people to die) or group's traditions, rituals (e.g. human sacrifice)
6. Other

for Category 3 (Treatment of children, including female infanticide), and Category 4 (exploitation of people - in this case, usually the Eskimo women or older people forced to walk and not ride on sleds). The only noticeable grade level difference in the non-MACOS group was for Category 5 (sacrificing lives for tradition); here 5th grade classes contributed predominantly, compared to 6th grade ones.

Second, MACOS classes, on the average, mentioned more different types of customs or practices which they considered wrong then did the non-MACOS classes (Table V-41, Average number of categories mentioned per class). This was a departure from the usual closeness between groups on this measure that has been characteristic of previous tables.

Third, there were many statements about ways that seemed wrong that were classified as Other (Category 8) in both groups. For MACOS students such topics included: Netsilik have no laws, can kill people for revenge, etc; eating habits (raw caribou, raw seal meat and blood); worship spirits instead of God; don't take baths, sleep in igloos with no clothes on, selection of a mate at an early age; taboos; Iroquois living together in long houses may have arguments,[48] etc. For non-MACOS classes the category included such subjects as: sub-standard housing and living conditions for poor people; greediness of early American settlers; choosing brides for sons; scalping by Indians; severe punishment for not going to church (Puritans): having more than one wife; disposal of bodies in Vietnam; pollution of water and food in America, etc.

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[48] Note: Not all things mentioned as wrong by MACOS students necessarily referred to the Netsilik. Recall that the majority of MACOS classes were supplemented with other units whose content varied among classes.

Other peoples' customs, practices and ways of living that struck students as better than our ways in America now were varied, and, in terms of general categories, roughly equivalent between the two groups in prevalence of citations (Table V-42). One third of the classes in both groups said they had not learned of any ways that were better. Some students in MACOS classes were impressed with the conservation practices of the Netsilik (Category 6), and with the fact that money was not necessary in order to get food, clothing, shelter, etc., (Category 7).

Both groups mentioned a variety of features that were classified as Other (Category 9). Among MACOS classes, this category included such examples as: Eskimo children didn't have to go to school; families, adults, children get along better, cozier to live in igloos; friendlier toward each other, don't need as many laws; Netsilik not greedy, share more; don't hunt just for sport; arranged marriages; used sleds and dogs, no cars, fewer people, more room; better health, less disease; Iroquois didn't need laws about when to hunt; Amana colonies, better social relations, communal living; food vans, free food for the poor in Mexico. Various non-MACOS classes gave examples such as: Canada - less populated, better fishing, no recession; removing shoes when entering a house in Japan (also China) - keeps floors cleaner - better manners in Japan, better care of elderly; cities less crowded together in Brazil; Indians (American) more open with each other; Africa - more concerned with people than science or machines,

Table V-42
Learn About Ways That Seemed Better Than Our Ways?
Percentages of Classes Coded in Topical Categories[1]

Sub-Table	Group/Grade	Categories[2] 0	1	2	3	4	5	6	7	8	9	No. of classes	Ave. # Cat's per cl.
V-42a	MACOS, Grade 5	26	11	5	16	5	5	21	21		32	19	1.6
	Non-MACOS, Grade 5	36	4	4	12			20	8	4	24	25	1.1
V-42b	MACOS, Grade 6	30	5	15	25	5	5	35	15	5	45	20	1.9
	Non-MACOS, Grade 6	21	16	5	11	5	5	5	5	5	37	19	1.2
V-42c	MACOS, Non-Graded	44			6	6		13	6	6	31	16	1.2
	Non-MACOS, Non-Graded	67								17	17	6	1.0
V-42d	All MACOS	33	5	7	16	5	4	25	15	4	42	55	1.6
	All Non-MACOS	34	8	4	10	2	2	12	6	4	28	50	1.1
	Weighted Total of all Classes	33	7	6	13	4	3	19	10	4	35	105	1.4

1. All percentages rounded to the nearest whole number.
2. Category designations
   - 0. No
   - 1. Housing
   - 2. Less crime
   - 3. Less pollution
   - 4. No energy crisis
   - 5. Self reliant people
   - 6. Better conservation practices
   - 7. No currency needed for consumer goods
   - 8. No wars
   - 9. Other

Russia - special training for special skills, form of government has all people on more equal plane; less prejudice in Peru, Venezuela, building modern buildings, getting rid of slums; things were cheaper in the old days, cheaper now in Cuba because things state owned; shrine of Guadeloupe in Mexico; singing instead of fighting in Alaska.

With the MACOS students, it was usually easier to discern direct connections of opinions with the content of the curriculum than was sometimes the case with examples given by non-MACOS students.

Perusal of the transcripts and the quantitative data shows that with two scattered exceptions (each coming from one student), MACOS students did not see (or at least cite) as desirable or commendable practices of the early Netsilik Eskimos that critics have decried, i. e., wife swapping, senilicide, infanticide, etc. The same limitation applied to practices cited by a few individual non-MACOS students. For example, there was certainly no evidence that students were being taught to prefer communism. On the contrary, most judgments about Russia, like most judgments of the Netsilik, were negative. There was concern, both among MACOS and non-MACOS students, about inequities, exploitation, cruelty, and unfairness. Most students appeared genuinely thoughtful and interested in expressing more than surface generalizations about these questions. The tone or character of responses of some students or groups, however, covered a broad spectrum.

Sometimes in both groups when students said they did not think certain customs, practices or ways of living were wrong, they would indicate not that they agreed with them, but "those are their customs; we have ours."

The responses given in Figure V-16 illustrate many of the points just made, (see pages V-267-V-281).

7. Interviews with Students, October , 1975 (S-4)

The first follow-up with students was made during October, 1975, approximately five months after MACOS and non-MACOS courses had been completed. The design goal was to obtain essentially a 50% sample of students chosen randomly from each class.[49] Criteria for inclusion in this sample were: that the students had been a member of their class throught the preceding year; that the student was still attending a school in the same school district, and that no more than two junior high schools per class were to be visited for samples of then 7th graders. For most prior 5th grade classes, students were still in the same elementary school. Previous 6th graders were typically concentrated in a single junior high for which their elementary school was a feeder, although there was a number of cases in which more than one school had to be visited in order to fill quotas. Principals were provided with a list of students composing the sample, and alternates to be drawn in order, and arrangements were made to have the students from a given prior class come together in a group to complete a brief questionnaire (My Social Studies Class, This Year and Last). When students from a given class were distributed in more than one school, that meant at least two sessions, since groups were not brought together from separate schools. In a few cases circumstances forced the combining of students from several prior year classes into a single group.

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[49] See Section II for details of follow-up sampling.

The basic procedure was to administer the questionnaire to the group. then do a brief interview with the group. As always, interviews were tape recorded. In most cases, particular class groups were handled by the same interviewer who had met with that class during the prior year.

The objectives of the interview, which is the part of follow-up data gathering to be reported in this section, were to:

- assess what stood out in students' minds about what they thought they had learned last year that was important;
- obtain statements of what students' saw as differences between last year's social studies and this year's class;
- given what they did last year in social studies, inquire what students' missed doing this year;
- ask students to describe topics or events last year that had upset or excited the class;
- obtain students' further opinions about the age appropriateness of controversial topics or concepts that had been listed at the end of the questionnaire just administered.

Transcripts were coded by a single consultant, according to pre-defined categories. As always, a class as a whole was counted in a particular category if one or more students made a statement that seemed to fall in that category. In cases in which two separate sub-groups of a given class sample were interviewed, coded responses were combined for the class as a whole.

The prior year's non-graded classes posed a problem for reporting results of interviews since, as a class group, one sub-group in follow-up was in 7th grade, the other in 6th. For purposes of summarizing results here, the non-graded classification is retained in tables with the reminder that such classes contain sub-groups from two different grade levels (as well as present schools). For ease of reading, groups are labelled in the tables as they were in prior tables, (i. e., MACOS 5th grade, non-MACOS 6th grade, etc.). The reader needs to keep in mind that those were the prior year's grade levels.

a. What was recalled as important from last year?

Each class group was asked:

> "I'd like to ask you more about the things you did or learned last year in social studies. I'd like to get a list of all the things you did or learned that you thought were especially important. And tell me why you think so."

Statements of topics or subjects were coded according to:

1. Animals
2. Current places, cultures (includes Netsilik)
3. Historic places,cultures
4. Famous people (includes early explorers)
5. Skills/methods (map skills, graph skills, and others)
6. Nothing (strong negative statements to the effect that nothing had been important, with no disagreement in group).
7. Other

Table V-43 summarizes percentages of classes coded in these categories. Figure V-17 gives illustrative responses from the classes that have been followed thoughout this section, (see pages V-282-V-288).[50]

Differences between the two main groups that were related to curriculum are evident in Table V-43 (Category 1, Animals; Category 3, Historic places, cultures; Category 4, Famous people; Category 5, skills, methods). The typical

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[50] In a few cases, particular classes are omitted in Figure V-17 because several classes were combined in the group meeting. Therefore, one cannot tell which comments pertain specifically to which classes.

Table V-43

Percentages of Classes Mentioning Different Subjects or Skills Learned Last Year That Were Considered Important[1]

Sub-Table	Group/Grade	Categories[2] 1	2	3	4	5	6	7	No. of classes	Ave. Cat's per c
V-43a	MACOS, Grade 5	74	63	21		11	5	5	19	1.8
	Non-MACOS, Grade 5	5	45	59	36	32	5	14	22	2.0
V-43b	MACOS, Grade 6	65	77	18	6	12			17	1.8
	Non-MACOS, Grade 6	10	55	45		30	15	15	20	1.7
V-43c	MACOS, Non-Graded	71	71			6		6	17	1.5
	Non-MACOS, Non Graded		50	75	25	50			4	2.0
V-43d	All MACOS	70*	70	13*	2**	9**	2	4	53	1.7
	All Non-MACOS	7*	50	54*	20**	33**	9	13	46	1.8
	Weighted Total of all Classes	40	61	32	10	20	5	8	99	1.8

1. Percentages rounded to the nearest whole number.
2. Category designations (see text also)
   1. Animals
   2. Current places, cultures
   3. Historic places, cultures
   4. Famous people
   5. Skills/methods
   6. Nothing
   7. Other

*Difference is significant, $p \leq .0083$.

**Difference is suggestive; $.02 > p > .0083$.

skill mentioned by students in both groups had to do with maps - how to make them, how to use them. A scattering of other skills were mentioned by students in both groups including how to make life cycle charts and take tests (MACOS students); how to plan trips (non-MACOS); and how to write reports and how to discuss feelings (both groups).

One striking point in the transcripts, particularly in non-MACOS classes that had studied ancient cultures, was the interest in and specific remembrance of myths. To judge from the detailed, accurate and enthusiastic descriptions given of Greek myths, for example, many students found them colorful and compelling. This was not the case with MACOS classes. There were occasional references to Netsilik myths, but they tended to be vague.

There were a few classes in each group in which the sample of students agreed that nothing of importance had been studied or learned. Those classes were included in Category 7 (Other).

What reasons did students give for the topics they considered important in the previous year? Many responses from students in both groups strongly echoed responses to the question asked classes a year before in S-1: Why do you think you study social studies? when might it be important? In both groups, a frequent response was essentially a form of consumerism (or appreciation): so you'll know; it was interesting; it was fun. Similarly, both groups mentioned advantages (application): so you'll know how to survive in the Artic; so you'll know other peoples' customs if you visit there, or meet them here; so you can participate in discussions if the topic comes up; so you'll know how to use maps when you travel; because it's helping in social studies this year. Some students said they really couldn't say why it was important; in a few cases, some simply said, after describing a topic, that it really wasn't important. Others would simply say something to the effect that they thought it was important that they learned it, with no further elaboration.

Some groups of students from MACOS and non-MACOS classes clearly enjoyed recounting what they had done and learned the year before, and some in both groups gave serious, sober and positive assessments of what it seemed to mean. Some examples (other than those in Figure V-17) have been selected from both groups to illustrate such reflections.

1) Some non-MACOS thoughts:

-I think working - learning about working in small groups was good because it helped you get along with other people;

-Graphing - because it can help you in deciding... how people are treated; like it might say some people are treated nice and some mean and it'll have your percents on the graph and you'll be able to understand them better;

-Alsowe like to learn about somebody else... just like, "Hey, now, nobody's like you; and we went to ______ to find out what's so different about them, that's different with us.... You go, 'Hey, all (people in this state) are the same... no they're not... there are some people that go to the ________ and... they have their own kind of religion;

-(learning about government processes) now you know what they really do in the White House - you can look at elections ... and you know what's happening really, if you read in the papers about them.

2) Some MACOS thoughts:

-(animals) because you can learn more about your own culture by studying some animals - by studying the simpler forms of life you can sort of build up to studying a complex form of life like man;

-(studying animals fit in with studying the Eskimos because) the animals were important to the Eskimos because they got bones from them - and the more the animals eat, the more the Eskimos eat;

-the people's feelings and the way they act- because then you won't go around calling people names and stuff, you'll know how they're feeling; we learned about their environments and how they would act in different situations;

-about the Eskimos or something was good because you learn about other peoples and it opens your view on the world. Some people might have different beliefs; it might not mean they're wrong - it's just that to them, it's just a different way to do it.

Overall, it appeared that the primary values expressed by most students in both groups about the importance of what they had learned were: 1) it was interesting to learn, and 2) it is worth knowing things. These are the criteria of what above was called consumerism with no pejorative connotation. It can also be called appreciation, in educational terms. The reasons expressed were consistent with what was found in response to a similar question in S-1, a year prior.

b. How social studies this year was different from last year

"Now I'd like to know how your social studies class this year is different from last year's class - like what is different about what you do or what you study or how you study?"

The question was intended to obtain salient differences, as students saw them.

Descriptions were coded in 9 categories. With respect to any category, there were often opposing responses (e.g., more films this year; fewer films this year).

In terms of the class as a unit, the five most frequently mentioned differences of this year's classes were (in rank order):

	MACOS (N =53)	%		Non-MACOS (N=44)	%
1.	More projects, art work	38%	1.	More tests, worksheets	36
2.	Less films	36	2.	More interesting	23
				more discussion	23
3.	More reading	34	3.	Less group work	21
				more reading	21
				more projects/art work	21
4.	Less discussion	30	4.	More activities classified other	19
5.	More teacher talk	28	5.	More films	15

If one considers the three most prevalent responses broken down according to 5th versus 6th grade classes in each group, the listing is (in rank order):

MACOS		Non-MACOS	
5th grade (N=19)	6th grade(N=17)	5th grade (N=21)	6th grade (N=19)
1. More projects art work (58%)	1. More reading (29%)	1. More interesting/ more discussion/ less group work/ more project, art work (29%)	1. More tests work sheets (53%)
2. Less films (53%)	2. Less films/ more tests, more work-sheets (24%)	2. More tests, work sheets (24%)	2. Less films/ more teacher talk (32%)
3. More interesting (47%)	2. Less interesting or fun/more projects, artwork, (18%)	3. More films (20%)	3. More interesting/ more discussion/ less group work/ more reading/ more projects (21%)

These sample sizes do not add to the group total in the previous rank ordering because the non-graded classes have been omitted.

The general impressions provided by these orderings of prevalence of distinctions made are:

- there were many differences noticed by both grade levels in both groups.
- last year's 5th grade students were more likely to say that they were doing more projects and art work this year than last year's MACOS 6th graders; both groups mentioned less films this year; former MACOS 5th graders more often said that what they were doing in 6th grade was more interesting than did former MACOS 6th graders now in 7th grade; 7th graders found more reading as a difference from last year.
- in the non-MACOS groups,[51] last year's 6th graders were finding more tests and work sheets in 7th grade than last year's 5th graders were finding in 6th grade; 7th graders were noticing more teacher talk, compared to last year than present non-MACOS 6th graders.

One aspect of responses that was often apparent was the different learning preferences of different students. Some students, judging from their remarks, clearly enjoyed discussing topics at length, considering this, exploring that, finding out what others thought, expanding possibilities without necessarily arriving at a decisive conclusion. Other students had little patience with such inquiries. They did not like dwelling at length on a subject. They wanted to find out about a subject, establish essential facts or information, and move on. There were, of course, all varieties of preferences in between these two poles.[52] It was these variations in learning preferences that in part appeared to account for pros and cons, even in a given class, about the affective dimensions of this year's social studies compared to last year's.

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[51] Two non-MACOS classes were this year studying MACOS.

[52] For a more refined typology of this kind, based on a factor analysis, see Hanley, Janet P., et. al., Curiousity/Competence/Community, An Evaluation of Man: A Course of Study. Education Development Center, Inc., Cambridge, Mass. 1970, Vol. I, Section III, Learning Styles p. 111. ff.

c. What from last year was missed this year?

The question posed was:

"Were there things you did last year that you miss doing this year in social studies?"

The question was another attempt to assess salient features of last year's MACOS and non-MACOS classes from the students' point of view. It was asked after questioning students about differences in this year's class. It served as a further way of assessing students' perceptions and assessments of the transition from last year to this.

Table V-44 summarizes results. MACOS students were significantly more likely to mention missing the subject matter or learning about it (Category 2), and the films (Category 4) than non-MACOS students. MACOS classes were also more likely to mention games or plays (Category 7) than non-MACOS classes. Proportionately similar numbers of classes both in MACOS and non-MACOS groups were likely to contain students who said they missed doing projects or art work. Interestingly, one or more students from proportionately more 5th grade MACOS classes than 6th grade said they missed the fun, or interesting things done or studied (Category 1). This stands in contrast to the rank order shown for the previous question. That may be because the focus of the question is different. More 6th grade classes than 5th in both groups were likely to mention missing the discussions (Category 3) they had in last year's classes.

The topic Discussions (Category 3) typically referred, in both main

Table V-44
Percentages of Classes in Which Students Described Aspects of Last Year's Class That They Missed[1]

Sub-Table	Group/Grade	Categories[2] 1	2	3	4	5	6	7	8	9	No. of classes	Ave. # Cat's per cl.
V-44a	MACOS, Grade 5	26	53	21	42	47	16	42	16		19	2.0
	Non-MACOS, Grade 5	10	10	29	10	67	14	5	14	10	21	1.5
V-44b	MACOS, Grade 6	12	35	53	41	71	6	12	6	12	17	2.2
	Non-MACOS, Grade 6	20	5	40	20	55	5	10	20	15	20	2.0
	MACOS, Non-Graded	19	44	44	50	56	6	38	19	25	16	2.8
	Non-MACOS, Non-Gr.	50	50	25				25	50	25	4	3.5
V-44d	All MACOS	19	44*	39	44*	58	10	31**	14	12	52	2.1
	All Non-MACOS	18	9*	33	13*	56	9	9**	20	13	45	1.9
	Weighted Total of all Classes	19	28	36	30	57	9	21	17	12	97	2.0

1. All percentages are rounded to the nearest whole number
2. Category designations
    1. More fun/interesting last year
    2. Learning/course content/reading
    3. Discussions
    4. Films
    5. Group work/projects/art work
    6. Teacher
    7. Games and plays
    8. Other
    9. Nothing missed

*means significant difference; $p \leq .0063$

**means suggestive difference; $.02 > p > .0063$

groups, to discussing or arguing about points in order to solve problems, to get others' viewpoints, to find out what was really involved, to share experiences. Some examples from both groups will illustrate:

> -arguing to solve problems; this year the teacher stops argument and hands out opinions (non-MACOS)
>
> -discussions about feelings and personal problems (MACOS)
>
> -last year we would learn something - we'd talk about it. This year you learn something, it's just that; nobody brings it up again (MACOS)
>
> -group discussions got at individual opinions and feelings (non-MACOS)
>
> -in group discussions, people helped one another learn (non-MACOS)
>
> -(last year) we had (discussions) about like a whole period (MACOS)

Such statements may be seen as students' ways of talking about inquiry skills they had learned or practiced. Otherwise, students rarely used a vocabulary that would correspond to that used by educators in talking about inquiry skills.

Figure V-18 gives excerpts that illustrate much of the foregoing narrative analysis, (see pages V-289-V-299).

The question about what was missed from last year, like the preceding question, evoked many different responses, even within a single group of students. There were some classes, both in the MACOS group and the non-MACOS one, that clearly saw themselves as having coalesced into effective working groups. Students described this in various ways, indicating how there had been an openness and togetherness and intimacy and seriousness of purpose that had made for strong feelings of accomplishments without a sense of effort or work. Repeated interesting discussions of what had been read, seen, heard, or believed seemed often to be the unifying agent or mechanism. Although a count of instances was not made from the transcripts, it is our impression that the effects of positive socialization within the confines of a class stood out more strongly in retrospect among 7th graders (previous 6th) than 6th graders (still in the same schools with friends).

As one might expect, there were students in some classes who said they did not miss anything from the preceding year (Category 9). In several MACOS classes it was said that because history had not been covered the preceding year it was necessary to work extra hard this year to catch up. It had been of interest to determine whether student perceived themselves penalized in this way by MACOS. While it was not a typical statement, it did come up in four or five classes.

d. What subjects last year upset or excited students?

"Last year in social studies, did you ever study or discuss anything that the kids got really excited or upset about? What were those things? What happened? Did it change kids minds about anything, for example?"

A list of subjects that might have been disturbing to students and that students in both groups might have studied or seen or learned about last year had been included in the follow-up questionnaire. In the group interview the purpose was to inquire further of students in a free response situation about exciting or upsetting subjects or events. The question was deliberately posed in a way to allow positive as well as negative examples to occur. Both occurred.

Responses were grouped in 5 major categories:

1. Gory customs or behavior (eating fish eyes, raw meat, drinking blood, eating human hearts - Aztec sacrificial killing; baboons eating; herring gulls regurgitating food, etc.)
2. Slavery, exploitation of peoples, unfairness
3. Cruelty
4. Other, separated into: +, class was interested, excited; -, class was upset.
5. Nothing recalled that excited or upset.

The excerpts in Figure V-19 probably speak more adequately about the results of this question than summary percentages (see pages V-294-V-299); summary percentages are given in Table V-45.[53]

In Table V-45 the recalled reaction of MACOS students to some of the films is clearly evident in Category 1 (gory customs or behavior of animals). In descriptions given by students there was much affect around such scenes as Eskimos eating the fish eyes, eating raw meat, cleaning seals; baboons tearing food apart, and herring gulls regurgitating food to feed their chicks. Recollections of non-MACOS students that were classified in Category 1 included bull fights, cannibalism (the party that survived the plane crash in the Andes), and human sacrifices (e.g., Aztecs).

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[53] Table V-45 really consists of two mutually exclusive groups or types of classes: those in which students agreed that nothing had excited or upset them, and those in which examples were given. A test was therefore made of differences between groups within categories on the criteria of six possible tests, not seven. The Chi-Square for the 2 x 2 table of Category 5 vs. all others x MACOS vs. non-MACOS was not significant.

Table V-45

Percentages of Classes in Which One or More Student Described an Exciting or Upsetting Event or Subject[1]

Sub-Table	Group/Grade	Categories[2] 1	2	3	-4	+4	5	No. of classes	Ave. # Cat's per cl.
V-45a	MACOS, Grade 5	84	11	26		32		19	1.0
	Non-MACOS, Grade 5	10	33	19	14	43	24	21	1.4
V-45b	MACOS, Grade 6	71	6	41	12	24	6	17	1.6
	Non-MACOS, Grade 6	10	10	10	15	45	30	20	1.2
V-45c	MACOS, Non-Graded	81	19	44		50	44	16	2.3
	Non-MACOS, Non-Gr.	33		33	67	67		3	2.0
V-45d	All MACOS	77*	12	37	4	35	15	52	1.8
	All Non-MACOS	11*	20	16	18	45	25	44	1.7
	Weighted totals of all Classes	47	16	27	10	40	20	96	1.6

1. Percentages are rounded to the nearest whole number.
2. Category designations (see text also)
   1. Gory customs or behavior of animals
   2. Slavery/exploitation of peoples/unfairness
   3. Cruelty
   4. Other (- = upset, negative; + = excited, enthusiastic)
   5. Nothing excited or upset the class.

*means significant difference, $p \leq .01$ (only table 45d tested)

Category 3 (cruelty) for MACOS students included treatment of sled dogs by Netsilik Eskimos; killing caribou or seals or the way in which it was done; killing baby seals; female infanticide, leaving old people to die, the treatment of old people, feeding one sled dog and not another. For non-MACOS students it included torture of slaves, killing of unwanted animals by the SPCA, the fate of unwanted animals as seen in a Humane Society film, sexism in Hungary and Kenya, etc.

The category Other (Category 4) was subdivided into positive and negative events or subjects. It was obvious from interviewing students as well as from reading transcripts that students would sometimes recall great individual or class interest or excitement over some topics or activities. Such positive recollections in MACOS classes included making igloos; games; going on an archaeological dig; films on the salmons, baboons (especially on family life and social organization); the films generally; discussions and arguments. Non-MACOS students recalled excitement over making dioramas, pottery, piñatas; Russian, Japanese life styles; field trips, doing group work; doing projects; slave auctions; discussions; debates. One can see in Table V-45 that descriptions of exciting events or activities (Category 4+) came up in about 35-45% of the classes in both groups.

The negative Other category included a greater variety of subjects among non-MACOS classes than among MACOS. In non-MACOS groups that category included such things as: crime; a movie on sex; debates over money made by athletes; Vietnam; bussing; hunger and starvation in other countries; pollution; voting; fish bowling sessions; bad living conditions in ghettoes, coal mines, etc. In MACOS groups the category included: upset because MACOS was boring; Eskimos sleeping together on the same platform; personal questions asked by the teacher; arranged marriages.

It seems apparent in Table V-45 as well as in Figure V-18, that except for what has been called "gory customs" (students were more likely to call them "gross"), students in MACOS and non-MACOS classes recalled similar kinds of positive and negative events or topics from last year's social studies class in similar proportions or prevalence. It has already been noted that non-MACOS and MACOS classes, proportionately, were equally likely to agree that nothing had excited or upset them.

A question to consider in interpreting these results is the meanings attached to "upset" and "excited". They can mean a variety of reactions over a range of intensities. Shock, horror, disgust, disbelief, sadness, outrage, concern, indignation, interest, enthusiasm, elation, fascination, and arousal are all possible states that might characterize being upset or excited under various circumstances. The sample of excerpts in Figure V-18 gives an indication of the range. The issue was not explored in a clinical sense. The interviews did not attempt to obtain in-depth psychological effects; from these data inferences cannot be drawn about serious and enduring psychological consequences, positive or negative, of any episodes or events studied by either MACOS or non-MACOS classes.

It appeared that while gory customs produced strong outbursts of emotion and expression by students during their study of MACOS, and remained for many students the outstanding emotional image of the course, it was behavior, customs and situations that stimulated feelings of indignation (topics classified under other categories such as exploitation, unfairness and cruelty) that students took more seriously. The quality of recollection of such situations in both groups was more measured and determined than items classified as "gory".

This is not to dismiss the vivid impact of shocking or startling behavior as trivial or of no consequence. The data, particularly from the interviews with students, did not provide the means of assessing such impact on individuals. The interview data suggest that in many MACOS classes the "gory customs or behaviors" lent a vivid, attention-compelling quality to the subject matter (whether animals or Eskimos); did not lead students to want to change places with the Eskimos or to approve or endorse behavior they considered disgusting, cruel, or wrong; did often assist students in differentiating between behavior and reasons for behavior; and did help call attention to different frames of reference. The interview data suggest that such effects were common with both MACOS and non-MACOS classes. As stated before, students from more non-MACOS classes than MACOS classes said that nothing had excited or upset the class during the prior year's social studies course. Students in both groups responded similarly to topics with similar inherent characteristics such as unfairness or cruelty, as well as such positive attributes as resourcefulness, kindness, acceptance and enjoyment.

Information on the extent to which students changed their minds about behavior, customs and issues is not complete. What is available suggests that changing of minds depended on the subject. Examples have been given of students describing how they discussed things and then decided what they thought. From what students said, it did not sound as if they had changed their minds about the quality of acts or behaviors they found unattractive. No one indicated that a fondness for fish eyes had developed. Often students added that such practices or customs were "theirs " (Nestiliks), or that they were necessary for survival. When students said they or their classmates may have changed their minds about an emotionally laden subject, it seemed to be in connection with cognitively complex but debatable issues, or with the intellectual dimensions of issues, not with the affective or emotional dimensions. Sometimes such issues had to do with relations between students themselves. More often they had to do with the logical aspects of the subject matter. The following from a MACOS class is an almost idealized example of what is meant:

(The group had been describing the killing of caribous and the eating of fish eyes with the fervor of most groups when the interviewer asked, "Were there any things that the kids changed their minds about last year in social studies?")

S. Mmhm.

I. Like what?

S. I don't know, but they really know something like...but I'm right...

I. Does anybody remember what some of those specific things were that people might have changed their minds about in social studies?

S. About what they thought what makes man human...

S. Yeah

I. Like what kinds of things did people think?

S. (inaudible)...but that was wrong.

S. We still haven't found out what man makes...what makes man human...

S. Yeah, what makes man human.

S. We did so.

S. See, some people said what makes man human is he's a tool user. But when we found out that the chimpanzees use tools cause they strip leaves and push them down in antholes and bring up lice and stuff and eat, and they said they either have to make the chimpanzees in the human category or, you know, think of something else.

This is a very decisive instance of analysis and reasoning, although this example was virtually unique in quality and incisiveness in the context of this question. What it demonstrates (for MACOS as well as other curricula) is that it is possible 1) for students at 5th or 6th grade level to be drawn into genuine analyses of significant proportions, 2) that the affect over matters of taste or personal reaction can be distinguished by students from issues involving reasoning, under appropriate conditions,[54] and 3) that 10-12 year olds of the world can be engaged in some cases in inquiry that endures in memory over and above the emotional gut reactions to specific behaviors or events.

What was more noticeable, however, in the student interviews was the relative absence of further analysis, application of concepts and principles, or awareness of similarities or commonalities that one might expect from the structure and goals of MACOS and other inquiry oriented curricula (which included many of the non-MACOS programs).

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[54] Students were not specifically tested on this discrimination.

e. Students' opinions about the advisability of studying some controversial subjects in 5th or 6th grade

The final question of the interview was:

> "Do you think 5th and 6th grade kids should study some of those things listed at the end of the questionnaire, like cannibalism? or should kids wait until they're older?"

Results were coded and tabulated as always with the class taken as the responding unit. Whenever there were different opinions expressed within the same class group, the response was classified as a Yes-No, or divided opinion. The data are shown in Table V-46.

The results for MACOS and non-MACOS classes combined show that (less than half the classes in both groups) thought such subjects should be studied. The overall distribution of opinions (all three categories) between groups was not significantly different by statistical criteria. The differences between MACOS and non-MACOS 5th graders appeared to diverge, but given the number of classes involved the overall distributions are not significantly different from each other.

While summary statistics made it appear that these were sweeping opinions, students often differentiated among topics. There was often discussion or debate on various topics or issues before a conclusion was reached.[55] Some of the topics, rationales and qualifications brought out in different class groups are of interest.

1) Rationales and qualifications for appropriateness (yes)

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[55] Classes were not urged to arrive at a consensus. When a consensus was obtained, it was on the students' initiative, not the interviewer's insistence.

Table V-46

Opinions About Whether Some Emotionally Laden Subjects Should be Studied in 5th or 6th Grade (Percentages of 92 Classes Agreeing Yes, No, or Divided Opinion)

Sub-Table	Group/Grade	Yes	No	Y-N[1]	Total %	No. of classes
V-51a	MACOS, Grade 5	37	32	32	101	19
	Non-MACOS, Grade 5	20	20	6	100	20
V-51b	MACOS, Grade 6	53	7	40	100	15
	Non-MACOS, Grade 6	39	22	39	100	18
V-51c	MACOS, Non-Graded	44	6	50	100	16
	Non-MACOS, Non-Graded	25		75	100	4
V-51d	All MACOS	44	16	40	100	50
	All Non-MACOS	29	19	52	100	42
	Weighted total of all classes	37	17	46	100	92

1. Some students in group thought yes, some thought no.

-there's exposure to such things in newspapers, T.V., Playboy Magazine, etc. Why not have more systematic instruction in school?

-students should have an option; those who want to or can handle such subjects, ok. But different students react differently. Should be able to choose. (A number of classes gave a rationale along these lines.);

-really depends primarily on teacher's ability to lead discussion and help students understand, on method of presentation (A number of classes in both groups said this);

-Yes, except for love; except for killing;

-several 6th grade classes (MACOS and non-MACOS) felt ill prepared for junior high; did not object to topics listed, but resented inadequate preparation in graphing, mapping, etc.;

-if it's real and true, it should be learned;

-it's life and one should know how to deal with it;

-it doesn't matter;

-better to learn early before exposed to false things;

2) Rationales and qualifications for inappropriateness (No)

-shouldn't study about love, sex, killing people, killing animals

-shouldn't learn about hatred (in some classes students took studying or learning about to mean learning how to);

-should have freedom to choose subjects;

-no to slavery, death, sex, cannibalism;

-might not understand; get scared, shocked;

-people get mad (about slavery), they're too young;

-blood and the like are too gory - students don't understand it (from a non-MACOS class);

-no, except for sharing and cooperation;

-don't even want to hear about killing and eating people; shouldn't hear about killing people and animals;

-you'll get it in junior high, especially love and hate;

-get upset; older students could cope with problems.

3) Division of opinions in group (Yes-No)

-should learn about emotions in animals, but not in people;

-some dissent on the question of sexual customs;

-concern that seeing or studying will make kids nowadays prone to do it

-shouldn't study cannibalism or killing people;

-no for younger students, because they would be too silly about it;

-mostly no,except tried to work out how the teacher could help students understand things;

-rationale for yes was that you'll end up learning it anyway because it's got to do with different customs of man;

-exceptions to no were religion, sharing, cooperation;

-no to killing, except that "we see and hear it everyday on the streets" ;

-ok if it's not biased; some students can handle it;

-some parents might care; students probably wouldn't - leave it up to the teacher;

-basically doesn't matter when you learn about such things;

-no sex and killing.

In sum, opinons on the matter of age appropriateness of topics were varied and often selective with respect to particular topics. Students in a number of classes noted that much would depend on how the teacher presented material or information and guided discussion of it. Students indicated that if the teacher approached a topic seriously and focused on analyzing the implications of it seriously and without themselves responding to the sensational aspects of it, they could help students work through the emotional qualities and explore the broader implications, including the moral issues involved.

Figure V-1

You indicated in one of your questionnaires that (__________) is considered an important thrust or focus of your social studies program this year. What will you look for specifically as evidence of success in this area?

MACOS	NON-MACOS
1. Data not available.	1. ....Well, I think the kids should understand themselves and be better behaved with the other kids. They should react to the other kids differently; they should be having some acceptance of the things the other kids do and they should be modifying their behavior a little bit so they're not always aggravating somebody else. I don't remember the term I heard the other day, but it's a matter of irritating someone by something that they're in the habit of doing rather than doing it for that purpose; sometimes, you see some kid that starts out, he knows what to do to irriate somebody and he does it. And if he, at the end of the year, has changed the attitude... I think that's some help. That, I think is the type of thing that we'd be looking for in classroom citizenship here instead of society.
2. ...Well, probably you'd have to do evaluation of that kind...through oral discussion...perhaps, an essay test or a continuum where you might judge on a scale as such--maybe making up some sort of a test like that....Being able to see...both sides of the question, to understand why people react in certain situations as they do, what makes people, what motivates people to perform acts....	2. Citizenship, I mean by citizenship the way the children interract with each other, how well they respond to other people, how well they get along. I think playing together and working together with their classmates and with their teachers is an important aspect because if they can't get along in a group I feel the facts that they learn don't really help them very much....I notice by the end--they're beginning to be better now--and by the end of they year, they'll be pretty used to working in teams. I've used this now for several years, and I like it.
3. Oh , I suppose one way I determine whether we were being successful with the kids... is that whenever we set out do do anything at an interest center or set out to study something, the kids or I design it so that it covers a lot of different areas and we see relationships. Almost everything that we do that's art oriented is related to something we're studying. When we do literature, we talk about social studies concepts, too, just everything we do has a couple of facets to it. Now rather than just being a content area, rather than just social studies or spelling or so fourth, it's all interrelated. And I think the fact that kids could design things or I could design things to take this into consideration would be my criteria for deciding if it was successful.	

Figure V-1 Continued

MACOS	NON-MACOS
4. Inferences that can be drawn from the available data and hypothesizing of what might be done from (that)... For instance, with the lesson we did today the children knew that the salmon died right after laying their egges and fertilizing them and I was glad to see that they realized that the dependency of the young salmon would be nothing because they had no one to depend on. I mean they drew that, I think, from knowing that the parents had died before the salmon were hatched.	3. I guess this is pretty much subjective. You can't do too much testing on that. I am going to see if they're aware of what's going on with themselves in the room, see how they can relate what's going on in the world to that. I guess these are judgements that I'm going to make pretty much, not (relying) so much on tests. Some of the things, of course, I'll do tests, map work kinds of things.
5. I guess if I could see responses from the kids in other class areas, whether it would be in math and science or language or something; if I could see from them or hear from them questions that would be involved in asking, or higher level thinking things, then I would think that the work we're doing in MACOS is beginning to bear fruit, that a pattern is developing that they are carrying over into something else. If the only time that I ever hear it is just in this particular class when I'm trying to get it from them, then I wouldn't feel that I had accomplished all that much.	4. Through tests.... Mostly, just quizzes... short and frequent quizzes rather than one big test at the end of the unit or something like that. We found out that this kind of off-the-cuff quiz is more effective. ...They'll perform better on something that's just mentioned as kind of a check-up rather than telling them they're going to have a test or something like that, so that's basically how I check it.
6. Data not available.	5. By the dittoes....I make up a ditto from materials that I have collected... For geography, I've got coloring books, picture maps, and things in them and I make dittoes of those. In history, we have books, and I make dittoes from the pages they're supposed to read and I have a few games and I'm making some more. The librarian and I are working together for a project for when we get to the Colonial period. Well, we're making a stack of cards and each card will have a task....

Figure V-1 Continued

MACOS

7. ....It's not hard to see success, but it's hard to put it down on paper. We've had a number of surveys that we give the kids during the year of things they think about, how they feel, their reactions to things, their–how they're feeling at a certain time, or how they feel when certain things happen to them, and then we also give them surveys about what they think about certain other people, certain other events and things like that to kind of judge how they're going, and we also have a personal survey. It's called the Self Esteem Survey, that in some kind of a way tries to (on paper) test how the kids think about a number of things and then to find out ultimately what they think about themselves....I find it really difficut to put any real great amount of value into (it) because it is a sheet of paper sort of thing. I think you just have to watch the kids. And if you know them well enough, and can follow through and observe them closely throughthe year, by the end of the year, you (inside) know whether the objectives you've been trying to reach have been achieved or not, and a lot of times, no one else can really recognize that. Now maybe /their/ folks can recognize it, and maybe teachers in other classes can recognize that so and so seems to be a lot happier and seems to be showing

NON-MACOS

They're going to work independently doing the activities on the cards, and there will be some that will be required and there will be a minimum and then they can go on from there. Each part is going to be worth so many points.

6. Well, I guess values....I think respect for each other is a value that we definitely should be working on, and this would be, I think, probably the thing. Now this has nothing to do really with the textbook, itself, though it's kind of difficult if you're referring to the textbook. ...I think in the text it brings out respect for others and consideration....I feel respect for others is the big thing, really.

7. Respect for one another, more tolerance of one another, less /of an/ attempt to impose their will upon one another, whether it's by physical force or in more subtle ways of peer pressure.... If they can gain more of an interest in following local and national news and be able to realize what effect it has on them. If they can discriminate at least a little, they might be able to make judgements with regard to what's propaganda and what's honest__________/....

Figure V-1 Continued

MACOS

it, I guess the only teacher who really knows that is the one that starts with them in their approach and then finishes them with it and then can evaluate. (the teacher) can remember how they were at the beginning, how they were at the end. Sometimes you never know, you get all finished and you just don't really know and those cases (are) not necessarily a failure or a success, it's just one of the things where you really can't say for sure. I guess that's the way to evaluate and it sounds like a hedge and it's something you can't put down on a report card or give a grade to, but it's something inside that you kind of feel.

8. Well, I think your feedback would be from normal classroom discussion than through different types of testing. I think that my strongest point that I go on is mostly is class discussion--feedback that I get from them. Then we relate different things with the film that we talk about and I think you get a better idea that way. I think it benefits them too. I don't rely too much on . . . testing.

9. . . . I would like their ideas or their approach to be as an individual--not looking at all of a culture or all of a (people). Like with the Netsiliks. . . I think they

NON-MACOS

8. One thing that shows if they're picking it up or not is whether they can handle the vocabulary which we use. Like we've been talking about norms of behavior and roles and they've been identifying what some of their roles are. If they can handle those terms, then that's one way of seeing success. Another thing is, . . . after I've introduced different ideas or concepts to them, and I can say, well, that is related to such and such and they say, hey, yeah, I can see that and they go ahead and put that into whatever they're doing.

9. If I can get responses from my students in a sense that if someone behaves, thinks, behaves or thinks differently from what they know, then that person isn't an automatic idiot, then, I'll think I'm fairly effective. . . that's what I'm hoping for--the fact that they see people, that they have values of their own even though they're not their own beliefs.

10. First and foremost are attitudes and behaviors, a way of looking at things, the way of accepting that different people have different ways. There are facts that they do need to know, but I do feel that the most important is that they try to understand why things are the way they are.

Figure V-1 Continued

MACOS

tend to at first view allNetsiliks in a certain way, or they have previsioned or preconceived ideas... And after, in the social studies class...I would like to see them not have these pre-conceived ideas and look at the man as an individual....I guess one way would be in their discussion, as they interract among each other, seeing this as well as in anything that we do in the social studies....I think the only thing that really truly (measures effectiveness) is how they really do act, their real behavior....

10. Data not available

11. Data not available

12. ...I would have to be able to evaluate it from their oral discussions...As far as their observations are concerned, of their own culture in comparison to the culture we're studying right now, the Alaskan Eskimos, if they can come up with similarities anddifferences in the cultures; if they are thinking about what they are doing themselves and what their families are doing, if they can be analytical, I guess, about the way their lives are integrated into the whole of the family in our society, as this is a humanistic approach.

NON-MACOS

11. Well, I think just in them answering me on different points that I bring up to them or even a few times I do give tests. The way--even as far as bringing citizenship into a social studies class, but their knowledge on certain things, I think I'd be able to tell.

12. Well, by using reasoning powers, for one thing. Relating to climate and location, geographic concepts, and their ability to think through things and be aware.

13. ...It would seem to me that if I began to notice some of the children who were thinking and were questioning what was going on, and not accepting my word as a fact or a book printing as fact, (then), I would be getting across, or the book and I and the system would be getting across...

14. Data not available

15. In their treatment of each other, toward each other and as they work together as a social group as part of a school; their participation (and) their involvement in the school, their honesty and their treatment of each other. Now, I saw a very remarkable (what I felt was remarkable) display of that yesterday in the lunchroom.... I saw this child...just yell in another kid's ear and I said, "All right, ________, you will write for me that I will learn to behave in the lunchroom."

Figure V-1 Continued

MACOS	NON-MACOS
13. Well, I personally as a teacher would like to see them increasingly interested in reading and research and the news media, newspapers, magazines, TV. I like to hear them say that they have seen programs I suggested that they look at and I was surprised that they did very nearly 100% last Friday night. "The Man Without A Country" was on and I hadn't assigned it per se, but I said well, maybe you'd like to see it, and it was a repeat of course....Some of them had seen it then and those same ones, of course, wanted to see it again and they enjoyed it very much and then we discussed that and how it might be to be.... without a country. So, I think I see them reading more things. I think I see more definite understanding about not only the past, but current events and that was my objective. I see it growing and the success depends...on all of us and I think it's going very well. 14. Better listening habits and ability to show some concern over other people more than they do now. To see if they can start looking at other people as people, as someone to listen to, to have something important to say. 15. By changing attitudes of the children through the course of the year. For example, you may run across a racial prejudice among the children to a certain group of people or a certain idea. And through	All the children spoke out and said, "she is not the only (one). They came up to me and they said, "She is not alone to blame. We did it, too. We feel that we should write, too." And I thought this was quite remarkable for a group of this age to accept responsibility for their actions, to come forth voluntarily and say that they also were wrong. So here it shows that they are beginning to accept the responsibilities for their actions, to know their own involvement, when they are right and when they are wrong, to have this moral awareness that I think is so important today, in society, in any society.

Figure V-1 Continued

MACOS	NON-MACOS
the course of the year, you can see them either modify or change this prejudice completely. This would be one of the ways of measuring the success of the program.	

Figure V-2

What are the strategies, methods and activities you have employed so far that are intended to develop the knowledge, skills and/or attitudes of this focus or thrust?

MACOS

1. We've been trying to set up interest centers in the room that key in on--well, we started off first of all with clustering groups of kids around areas that they were highly interested in. For instance, I have one group of kids that are working at a puppet interest center, because they are very taken with fantasy and drama and that kind of thing, and I kind of give them' an open ended thing--here is a puppet center, here are some materials, what kinds of things would you like to do with this? What kind of puppet play could you come up with? Would you like to use a story that you know or write a story of your own, or portray something that's going on in the classroom, in other words, we do a little brainstorming. Here's the basic materials and the basic set of things to work with, what could you do with it... I have one interest center--well some of them are very structured--on small things, using microscopes, where we start out with some basic investigating and say, in terms of what you know about using the instruments and observing the world around you, what kinds of things could you observe, what kinds of things could you do to portray what you've observed. That would be typical.

NON-MACOS

1. A lot of discussion about things. I have in the past done things like debates, we'll probably do more of those. /We are/ going to have some reading for content, map work, which I'll test them on...

2. Well, we're looking into people, various nations or continents or whatever, and then I'm hoping to show the way they dress, their language, a little bit of their history is due to where they live and what's happened to them. It's not--there is a cause and effect relationship /in/ the heritage that each people have. I would like to teach appreciation for each cultural heritage.

3. We do read the text together, ... we discuss it and we play games, using the vocabulary terms or the vocabulary such as we used today. . . .

4. Data not available.

5. . . . One of the ways that I have the students focus on themselves is to keep a personal journal and they write down how they feel about different situations. They can write down their favorite joke of the day or humourous incidents and if they really get upset about something, then they write that down, too. . . every once in a while I'll ask them to share

Figure V-2 Continued

MACOS	NON-MACOS
2. Well, I think everything that we're doing with Man: A Course of Study brings out these kinds of things and it's through Man: A Course of Study program that we try to develop these.... Well, right now...we've been talking about the animals and we've broken down certain things...that will in later lessons relate specifically to man, but all through the lessons that we have been studying...when talking about man, we go back to the question of what makes man human, and I think in constantly relating back to this question and how man is different from these animals you begin to see the uniqueness of man and hopefully, from that point, uniqueness of an individual...of one person. I think it really will come out more so when we start doing the activities on the Netsilik...and start pulling all of what we've been doing with each animal, ...when we look at their life line and their dependency and when we talk about aggression, and these kinds of things. 3 Data not Available. 4. Ok, I would say that the first one is...you have to know the kids as well as you can, and part of your actual method in doing that...is to talk to them as much during the day as you can....So you have to get one to one as much as you can, or at least a small group to one, so that you can have some kind of a sharing back and forth, and the more often you can do that in the day, the more often you get to know them....And I also find out	something from that with me. I never ask them to share it in front of the class cause this is something that's personal. I won't go through it either and read everything and correct the grammar or anything like that. It's their own personal thing and it's just a place for them to really express how they feel and just kind of as a check for me. Another thing we've done is made personal time lines and--this is sort of to help them get an idea of what a time line is--compared their personal time lines and the brief span it covers to the time line that covers, well, recorded history.... For each year they had to write down something that happened that was significant during that time which meant they had to go home and interact with their parents to get some information for some of the things. This is one thing that's really important to me, too, that the students learn to use their parents as a resource I think it can help them draw closer together and they can get a lot of guidance that way...after they'd made the time line... then I had them go through and choose one of those incidents which they had listed and they illustrated that and we put them up on the board and everybody got to talk about them and about what was important to them.... For cultures, we__ studied about Japan and we compared a little boy who /is/ of Japanese ancestry who lives in California to a little boy who lives in Japan and talked about their cultures and things and how they were different....I had the students find out what their cultural background was, where their ancestors came from and then we...just named a whole bunch of countries...and then I had them split into groups and the groups

Figure V-2 Continued

MACOS	NON-MACOS
that just isn't enough time in the school day, so I find out there's a lot of things you have to do outside of school too, whether you go places with the youngster, you share things that you like to do, or they share things they like to do, whether--I know at conference time, I like to go to at least half, if not all of the homes for the conference, and meet the family and find out more about the kid from meeting the family and talking to them... or having the kids come over to your house or have them feel free to call you on the phone when they're interested in talking about something, and then, if you get that big picture about what they're like, and the way they feel, then when you try to evaluate as you go along, whether there's improvement, and as you try to come up with ways to improve the way they think about themselves and others, then you have some basis to do it.... The second thing is once you know them, you probably have to provide an opportunity for them to interact with a number of different people and also interact in a number of different situations. So the discussion in MACOS is excellent... it fits so well with the idea we have of discussion which is that no one should know where the discussion is going to end up.... In the MACOS materials, it's like that, while there's a thread of organization in there, you can always keep trying to come back. If you try to stay on it, you're going to be lost as far as getting anything out of it goes because those kids will find different areas that they'd like to go off on and talk about, and if you	chose one of those countries which we listed to study further. ... They were supposed to research and find out about the different customs and what their food was like and what ... their life style was like, lots of different things. Then they were supposed to make a bulletin board that represented these people and it had to be.--they had to have something on it that was three-dimensional. Most of the students brought in hand work or things from that area... 6. Well, we mostly have dittos. I make up a ditto from materials that I have collected.... for geography, I have coloring books, picture maps and things in them and I make dittos from the pages that they're supposed to read and I have a few games and I am making some more.... The librarian and I are working together on a project for when we get to the Colonial period. We're making a stack of cards and each card will have a task... They're going to work independently doing the activities on the cards, and there will be some that will be required and there will be a minimum and then they can go on from there. Each part is worth so many points. 7. Mainly the thing I used most of all, I'd say 80% of our Social Studies program, is group discussion. We use map skills and the text book and questioning skills that are in the book, but 80% is group discussion.

Figure V-2 Continued

MACOS	NON-MACOS
let them keep going, sooner or later, you'll find out at the end that you got something out of it that you never would [have] planned on and it might have been better than if you'd stuck to an original lesson plan. So discussion is very important. As many activities as they can get involved in and experiences...would have to take place out of the classroom....If you can get them out into the community and see how they interact with all kinds of different adults and all kinds of different situations, then you have a real basis for talking to the kids about improving their feelings about themselves and others....So if you can see them in all kinds of other situations in the backyard, even, and rely on those situations when you talk to them, that's a better strategy...and that's going to help you in your evaluation in the end....I like to have the kids break down and discuss things amongst themselves, without having to feel that there's a right answer that they're coming up with....So, if you can break it down to three or four and let them discuss the same thing--they don't need any kind of an adult around, just let them sit and talk and say, "when you get all done, we'd like to know what your group thinks about this sort of thing." Many times, people who don't talk as much will begin to talk, so that's a method of discussion. Sometimes we'll give them a problem that we know is going to cause some kind of conflict. For instance, the other day, we...had a situation--I like to make up situations	8. Data Not Available. 9. Well, we try to incorporate as much real life things as we can into what we're talking about. For example, if we happen to be...talking about music, say of South American people then we try to do the music there and talk about how it's different or how it's the same as [the] kind of music we have. If we happen to be talking about ...the ________,...we did as much work as as much studying on it as we could to begin with and then took them down there so that they could see exactly what it [was] that they've been talking about and studying about....We feel that [at] the end of study like that...they know what is going on and then they can see it.... 10. ...Now one of the things I like for them to do is to work in teams...and I give them points per team rather than by individuals....when they get 50 points, they are allowed one hour of choice time in two 30 minute periods, and I have other teachers who've agreed to let them come help them --the music teacher, the physical education teacher, the librarian and some kindergarten teacher....I have them take turns being captain of their team. Each child gets a chance to do it... The person who's captain... is more or less responsible for their team and giving out their materials and collecting them and taking the team places. I try to get them used to taking responsibility rather than everything

Figure V-2 Continued

MACOS	NON-MACOS
that will happen and say, pretend you saw this happen and what do you think about it, what do you think so and so should have done or what would you do if this happened to you, and I made up a situation where there was no way there could be a right answer, where in fact, it would be two opposing points of view, both of which could be right and then we sent them to the small groups. I told them that their whole group had to unanimously agree on one right approach to handle it, knowing that there was no way that they could do that. And they spent a half an hour and were actually getting to the frustration point, because they were getting nowhere All of them in the small groups felt sure that what they were thinking was right, and finally we got to the point where some of them were getting at each others throats ...which was something we were curious to see what would happen. One group compromised, and they came up with neither of the two solutions that were offered. They came up with a middle of the road thing....We learned a great deal about how you discuss and how you arrive at solutions, and of course the group that compromised...came out a lot happier than the groups that were at each others' throats.... Now that's a small way, but it's an experience they can have where the other way, if we had just all handled it and I knew what answer I wanted to get and... it was one right answer, they would have all guessed and fished until they found out my right answer, and actually they would have done very little thinking on their own. This way, since they didn't think	having to be a teacher direction cause I think by now they're able to take more responsibility for their classroom.... Also, they go by teams, usually, to work on project or research in the library.... Each child gets a chance to be the boss during the year...because if they pick their own team captains sometimes they'll always pick the same popular person and this way each child gets a turn. We just go in alphabetical order. 11. Oh, of course, verbal communication. I haven't tried to use any behavior modification or any character studies or anything of that sort. I think mostly the verbal admonition and the verbal expression of what society does and doesn't accept and when we have a good day, I try to let them know about it, and if we even have a good half day.... I don't have any planned strategy; I can't sit down with one guy and say now if I do this with these people, I'll get this done with him. There's not quite time for that here. 12. Well, working together....We're just getting into the Canada unit and I'm going to have to see how they progress and how they respond....I'm sure that we are going to go into outlining, but for activities, possibly a city, maybe even a map of Canada which would be a group thing in working together and making them aware of the surface features and what they mean to the people.... /in the Mexican unit/ we did the dances--the Latin American dances. We learned quite a few songs. We made maracas from light bulbs

Figure V-2 Continued

MACOS

there was a right answer,...all the thinking and talking they did was from inside and that's what you like to get. So that's a couple of things for you.

5. ...I've relied on...art work, and sometimes a role playing device, maybe in front of the classroom where they might play a certain role[.] We will alter on go into some kind of acting out [of] scenes or possibly later on music things with the music teacher.... There's a possibility of a play maybe. But as a whole right now, I rely mostly on art work....It gives me a chance with some of the weaker students who might not be able [to]--we get everybody involved and they can at least [get] something in this....

6. One that we use, or one that we have used some and will be using a great deal is observation of something--whether it would be mammals or plants or pictures or a movie by way of input or something like this and then from this, the kids are asked to form some kind of statements, some kind of hypothesis or ideas, and then we go through the process of challening those ideas of the hypotheses that they come up with....About, oh probably the single biggest method that I would use...would be the one of two directions...either I would present something like the story that I had this morning about how come the fish die and then wait for them to catch on that something is wrong and try to tear it apart, or they would make a

Non-MACOS

covered with paper and painted them in Mexican colors and some even had designs. We did a little weaving; we made the God's eye, and most of these things came from the children....It was a contributing thing; they developed the unit, what we want to learn...what we can do, and how do we go about this.

13. Well, we have class officers....It's class officers for the class and knowing that they are the leaders of the class, they set the example--the children are to respect them....If they accept their leaders, and expect certain things from their leaders, they in turn will accept the rules of the school and the classroom...They love the election, having class officers and hearing them make speeches and giving campaign promises and so forth.... I also talked to them about...the Supreme Court of the United States when we discussed our political science and I told them that we would have judge and jury when certain children misbehaved...We would have certain people act as lawyers and go through the due process of law right within the class, and then the class would decide the punishment, not the teacher....So that was one way, getting them involved in the actual doing, seeing that people have certain rights and these rights should not be infringed on....Also, making them feel that they are important people and that each and everyone is different due to his background and to his family background, due to his religious background, his ethnic background, race

Figure V-2 Continued

MACOS

statement and then I would try to pursue it and ask them, well why, what's your reason for it or what's your thinking behind it? /I/ try to challenge them to do their thinking or their looking. . . .

7. Data not Available.

8. Mostly the discussions. . . with the group--they have to listen to what other people say /in/ just talking about the relationship between animals and people and /between/ people and people and the difference and what's alike about them. . . /A related activity that deals with Social Studies/ would be the talk times that are called. . . Magic Circles in which the kids get around and sit and talk about themselves and have to listen to each other.

9. Well, we've done some minor problem solving with the problem sheets. . . . We've been constantly comparing. . . . We use our comparison with animals or with various things. . . . We've done a lot of classifying. Also, mostly our activities up to now have been classifying and defining vocabulary hopefully to give us the tools to make better hypothesis later.

NON-MACOS

and so forth, that we are all one group. . . . By setting the example, too, by being fair with them and listening to what they have to say. I think /this/ is very important to show them that I respect them as individuals. . . . Teaching them respect for others, respect for themselves, I find terribly important. I do that in my everyday teaching and in my attitude toward them. . . .

14. . . . I did try to not really individualize, but to the point where they were trying to read the book on their own and then I was giving them either activities or projects and study questions to work in small groups. But it wasn't working. . . they weren't comprehending what they were reading. So then I went to. . . reading together out loud and I had my better students reading materials and I found it --even the poorer students by hearing it even though they couldn't read it, were doing fairly well. . . . I still have my project. . . we made Indian men-- they dressed them in the costumes. We're going to take each of the five groups of Indians and make murals next week. We've tried weaving the way Indians did on a loom-- we made our own looms and I even had the art teacher brought in. . . to do a pottery lesson with us in clay that we have in the school. . . . So I'd like to try a lot of different things.

Figure V-2 Continued

MACOS

10. Well, we have done group work...where we've divided up topics. We had a chairman of a small group and each person is responsible for his own topic-responsible to the chairman and then they present their reports, their mapwork to the class. We have done large group discussions, research in the library. We'll go on some field trips. We have the usual audio-visual materials--films, filmstrips. We have outside speakers come in....

11. Data not available.

12. Well, we have made environment boards. The emphasis was on the environment as it pertains to--in this case it was animals, but the animal-man /relationship/ also would be included in this. The emphasis of the environment /was/ on behavior and have have made the environment boards. After studying through the films what the environment is like with the baboon troop, (this is the section we did the boards with), the children were asked to create an environment for the baboon and an environment that they could live in....All of the things in the environment that the baboon needed to survive were put on the environment boards. This happened to be one animal but then in the discussion /I/ follow it up with what do we need in our environment (in order to survive).

NON-MACOS

15. ...I feel it's important that the child feels at ease, and once he feels at ease and doesn't feel like...he is half as threatened with grades, he feels he can speak out; and also...we got on a lot of different subjects even in the middle there. I think they should have that right to move /on to/ these subjects, because it makes them feel at ease. As soon as I say, "we can't", they get tight again....

D

Figure V-2 Continued

MACOS	NON-MACOS
13. Ok, we try to develop the understanding and reasoning power of the student through inductive and deductive reasoning. We try to incorporate vast amounts of research projects to get the student to become curious and to seek outside information. We employ the use of our video tape system to have the students not only see themselves as themselves and to later compare themselves to the way they were in September as to the way they are in November or June.	
14. Data not available.	
15. ...We've pooled information and made up a booklet for them to use as a guide [in research]...we work very closely with the librarian and she...has helped them with how to find information in the library....We use everything we can from our own resources in the immediate area. They send to Washington D.C. by letter, just all kinds of things they individually do, that I purposely have encouraged them to do....Customarily, I've had them to do a report on a document, a famous person, anything to stimulate....I try to give them a choice....I've had to make a change though, in terms of in the past, I made the assignments too long.... I'm changing and making shorter range assignments, shorter in scope, where we get quicker feedback and quicker sharing of that information.	

Figure V-3

Could you tell me what you specifically expect your students to know or to be able to do as a minimum at the end of the year?

	MACOS	NON-MACOS
1.	...I see testing and all this kind of thing as a learning device. So on a weekly basis, I've been trying to--... these are the kinds of questions and so forth we've discussed this week in relation to these people these events... I will reuse... those valid questions that we've asked each other in the classrooms and towards the end of the year (there will) be a compilation of a lot of those questions that we feel are pretty valid ones... so it's a constant... week to week evaluation plus (seeing) can we still answer the same questions that we had the first quarter... So it s a constant evaluation plus summing up as we go. Aside from the basic knowledge that is expected from the program, I expect a change in attitudes that they are aware of this change, better cooperation among the students, the ability not to say this is right or this is wrong judgement type thing, but to analyze the situation and make a judgment upon all the facts that are available, this type of a goal for the students.	Well, again, geographic concepts, climate, ... location, surface features, why we live here, why the dense population is not there--this would be with every country that we study--the kind of clothing, their activities. I do emphasize with the particular groups, contribution to their culture. . , the artistic things.
2.	Data not available	No, as a matter of fact. I really can t... I'm just kind of working through this again and I really don't have my goals set up that well.
3.	Data not available	I just expect them to be a lot more aware of themselves then they were when they came in, be able to discuss. . I d like them to be aware of... locations of continents, countries and to be able to identify some of the basic things about culture and differences around the world and get a feel for international relations and what really goes on with countries. Those are some of the things.
4.	I can't say generally because I don't have any specific objectives for each child that I've taught at all. It's just what they pick up on their own.	I think basically our overall goal would be that the children are aware of the countries in South America, the types of people and the differences in people that live there, and the similarities--especially the similarities. (They should have) pretty much a concept of the basic map skills, in other words they find their spot on the map... or given a country or town somewhere they can find it and also along with reference skills, being able to know just where to go if they want to find out something that deals with social studies.

Figure V-3 Continued

MACOS

5. ...My greatest concern would be that when they get into junior high that they have mastered some of the skills of observing and recording data, and then doing something with that data, having some ideas or some hypotheses about it, the ability to do that. I think that as far as learning facts or figures or pieces of information, if they're interested in what you're working with they'll learn that incidentally, rather than trying to force information type of learning. If they don't get it in the 6th grade, they'll learn it somewhere along the line...but if they can go into 7th grade or into junior high with some ability to think and to listen and to observe, that would be my biggest concern....

6. I would expect them to be able to have a deeper understnding of themselves, of the society that they live in, of their beliefs. I hope that they will have learned to think, to be able to do research, to be able to vocalize their thoughts concerning the human animal. I think it is very hard to give a test on this kind of thing, because it's depth of understanding... Through discussion, I think you do get an insight into how they feel concerning ...I think the discussion that we had this morning about religious beliefs (is an example). I think that it at least gets them to think about what their beliefs are and why they have them. That it's not an automatic thing, that it's something that has a real base historically somewhere, and hopefully this is what they will begin to think about....

NON-MACOS

5. One thing we've been working on and I expect them to know is all the states and the capitals ...and how to spell them. In history, we just go along as far as we can get, no specific goals, but I'll try to make it through the Colonial period and that's about as far as I ever get.

6. Under inquiry that's a pretty hard question to answer, because, I think, I expect them to be able to talk about what we've studied about. I mean hold a conversation about it...to see that maybe while we studied Africa was, it had quite an effect on American history or America's history, because we pulled a lot of Africans to start America... if they can see that connection, then that's what I'm looking for.

7. Yes, I expect them to know...all about the country we live in and about the government of the country, the geography, some of the history of the country. Now, in succeeding grades they will intensify this and go on to more detail, but I feel that they should know where we live, what a state is..and we're doing a lot of map globe work with this.... They really know how to use atlases; they know how to use reference materials· they have their study skills; they know how to work together in groups, where they can work individually and yet work well together in groups and produce something worthwhile because that's getting along with others and learning to live together. In the world with so many diversities, specifically as I said, (I expect them to know) the

Figure V-3 Continued

MACOS	NON-MACOS
helped to a degree, I think there had been an accomplishment for some of the kids because of the wide range of their abilities...If you plan accordingly or maybe make enrichment, and we do that through library and (inaubile) and possibly they do a lot of it on their own, again the abilities and the environments are vastly different. 11. Data not available 12. ...I guess when I answer this, this would be for our overall social studies approach, and it hasn't changed since the MACOS materials came. The only thing is the MACOS materials help us to do it even better maybe than we were before. But, I would say we have to have those first two goals, our philosophy, they--we want them to be happy with themselves and feel that they're a good person, that there are things that they can do well and that there are things that they can be successful with. And we also want them to have a good feeling about people around them. I guess to go along with that, even though they may not feel good about you as far as necessarily wanting to be in your company, they at least feel good enough about you that they would be respectful whenever you are with them...So those two	10. Well, my primary goal, I think, is this same thing--learning to live together cooperatively and enjoyably as a group. I also would like them to gain a general feeling for their country (of) respect of appreciation, of honor. I like to see them be proud of their country. In order to do this, I feel that they need to know something of the story of it, so we generally study more or less a chronological history of the United States, the reason it was settled, the main ideals, that our forefathers had in this country, and the development of the United States through the years with its problems and with its glories and with the types of problems it has today. I don't stress facts as much as I used to. When I first began teaching, I had an idea that children needed to know certain important facts, dates, places, and names, but I've come to the conclusion that 10 year old children don't have a very good conception of time...and of place...So that's why I pretty much go in order, because I don't particularly want them to know that George Washington was president in 1789, but I do want them to know that he was before Abraham Lincoln, so I try to do it in chronological order, but if they don't know a date, an exact date, I don't feel that that's a failure. If they need to know dates, they can always look them up in an encyclopedia, but I do feel that reference work and research is important, so this

Figure V-3 Continued

MACOS	NON-MACOS
things would go along. I think they should be able to get their point across is a third thing, a third main thing. They should be able to convince, not necessarily convince, but, at least display to people what they think about various things... One of the big problems, that kids at this (point) face in junior high age is being pressured into doing things that they maybe don't necessarily think is right, but because of the pressure of everybody around them are almost forced to do, and if they can come out of here able to express what they think about a subject whether they think everyone would agree or not agree, but at least be able to express it, their chances of making good decisions in junior high and as they grow older is gonna be a lot better.... A fourth one might be that as well as getting their point across, they have to be able to judge and interpret what other people say... When you hear somebody say something, you have to take it in,. . . how do I judge what they say, is it, could they be right, or is it just something that I disagree with but could it be right for that person, or is it something that isn't right for anybody, so that's a fourth thing I think is very important. I would say those would be the four, and maybe I would add a fifth one, that's that they have to be adapted to changes, to to variety, to a number of activities... We don't know what it's gonna be like in the year two thousand, we have	is one of my main emphasis during the year. I make sure that each child has the opportunity to go to the library for at least an hour or so a week to work on research projects...we use them for discussion and for reports and for drawings and for just things for them to learn more about... 11. ...What I would like for us to have out of social studies is some understanding of the way we got settled, how we grew from individual responsibility to group responsibility, individual dependency...to group dependency, and then somehow, if there's time, tie it in with where we are and how today's activity somehow fits in with depiction and development of the whole thing. As a whole social studies area, I have for myself started to whittle it down where it's a matter of knowing where we came from, where we are, and where we might be going... Now if we finally find out where we are, how we got here well maybe somewhere along the line, they can find out where we might be going... So really, I am not trying to get so far to where we are right now, except as to where it affects us right now. I'm trying to tie this other into where we are. 12. That's hard to say because...this is the first full year that we've used this book. I'd say that I expect them

Figure V-3 Continued

MACOS	NON-MACOS
no idea, and so they need to be adaptable, to be able to take anything that confronts them and be able to either accept it or change it the way they'd like to see it or at least be able to live with it. So, they should be adaptable, and I think these materials that we're working in now, as well as the social studies approach, will help them do all five of those things.	to be able to find points on the map. I expect them to be able to know where countries are on a map. Certain things that countries stand for, but the basic things that I want them to have are social things. . . The way I look at social studies is not South America, or Mexico, Japan, and India, but Social Studies is a lot of different things. It's race, class meetings, being able to function in a social atmosphere and that's what I want. That may sound subjective, but I think most of this world is subjective. I think. . . you can easily spot who can function in a social function and who can't. That's what I really look for, that's the minimum that I set.
	13. No, not really. I don't have any big, monumental goals in mind, individually or as a group. I think, I would hope possibly that they could carry on group discussions more proficiently and interract amongst each other. . . working together in a group as well as independently. . .
	14. Well, a little background on the United States, the land itself. . . I work with map skills. . . I expect them to really know their map skills by the end and as far as-- I don't rely on memorizing facts that much, like we're going to be getting into the Civl War and Revolutionary War and. . . I don't make them memorize generals names and what happened in the war, and who won and, that, but I do expect them to pull all this together and get a result out of the problems these people had and so forth.

Figure V-4

A. What do you find to be the most difficult problem you have to deal with in teaching social studies to students at this grade level?

B. If you had the power to affect any necessary change in order to resolve the problem(s), what would you do?

MACOS

1. As an adult, the capability of abstracting is part of an adult maturity and it's difficult to constantly be aware of the fact that many of the children aren't yet at an abstract level. They're very much on concrete thinking. Probably the most frustrating thing is really feeling that most of the children most of the time are with you when you're trying to--force is a poor word, but that's--to program them into specific thinking skills that maybe they would just as soon not do. Where they have to defend an answer "well, I don't know" and that's not an acceptable answer now; where they have to give their reasons why or they have to try to look at something and come up with an hypothesis that has some depth to it, that's probably the single most frustrating thing to me. Because I can see it they ought to be able to see it and it just doesn't work that way, and I guess to be aware of that constantly , that they have to learn this thinking thing too as they mature....

B. Data not available.

2. Well, I guess just in the classroom situation, in our situation where we have a large group of children and one of the problems...is that in working with a large group... I'm concerned that I'm reaching each individual, and I usually have another team member here working with me, but you see some children...look like they're listening

NON-MACOS

1. Well, they tell me that they don't like history and they don't like geography, and that they don't want to study it or learn it, but once they get down to the tasks in it, they do pretty good and they seem to be pretty interested.

B. We'd like to work more in the affective domain and so on values.

2. Any type of generalization.... They're very good on the fact, if it's in print, but as far as taking a fact and inferring from it, no.

B. ....Kids at this grade level, I find, "I can't do it" means "I won't do it." Very often when they say that they can't they just haven't had any real practice in sitting and thinking about something. If they don't know it immediately then "I can't do it, oh, no way." So as a minimal goal, I'd like to present them with low level abstract generalizations that they come up with on their own. I get them occasionally, but it's very difficult, very difficult.

3. Well, using the system we're using, the most difficult thing is the fact that they're not accustomed to discussing. I mean they're ten and eleven years old and they like to hear themselves talk and therefore, they're not too willing to let another person give an opinion; but then at the same time you've got the other people--some of them don't want to hear themselves talk. So you got

Figure V-4 Continued

MACOS

and sometimes you can't get them to react; I'm really concerned that each child is getting what you hope they're getting, and...the problem then is just seeing these children who kind of seem to be sitting in the background and trying to see some way to pull them into it...and to get them to interract....

B. I suppose I would like to teach to a group of five children, and I would kind of like to have just one adult working with just that few children....

3. Well, I think it has to do with the kind of student we deal with today--which is a rather sophisticated student who does not (know) a great deal in general information, and maybe not as much specifically in terms of information of a student a few years back, so this sophisticated student many times outwardly, at least, feels he knows a great deal and,...we want to keep their strong self image, if that is true, though many times it's just a facade. We want them to value themselves but at the same time realize that maybe "I don't know it all after all", and maybe there are ways I can change my attitudes and understanding in such a way that I will know what I thought I did in the first place.

B. ...I see a need for more close relationship with parents. Somehow or other, in the last twenty years or so, I think a communication gap has occurred due to just our expanding

NON-MACOS

both sides and the real problem is to get those who love to talk to quit talking so much, and those that don't like to talk to start talking and get them all at the same time to think.

B. Well, first of all, I don't necessarily see it as something you'd have to change. We're here...in Social Studies. I'm a fifth grade teacher. I have to pick them up in their progress as they are. Now, something /that/ would be nice and I'm sure it's coming, is we're using inquiry all the way from first grade up and in three years from now or four years /we may see a difference by the time students reach 5th grade/.

4. I suppose it's not being able to find the kinds of materials that really work with kids, and especially not in the areas that I'm most interested.

B. Well, for one thing, I would like more time personally to think about what I want to do and to work up some of these things....And then, I'd like to, if I had more availability of materials that I could work into my program--I feel that it's mainly not having the time and the materials to do what I want.

5. My problem, this year, was having children in the room from three different 5th grades. We had had a big room community school, and I had had some experience and knew the children who had come to me through 4th grade and

Figure V-4 Continued

MACOS

population. I think with more people and changing occupations--from what we were here in ___________, a rural area, ranch people--to an urban kind of population from all over the United States and Europe as far as that's concerned, so we're looking at a completely different ballgame than we were just a few years back and if anything needs to be changed it's just a closer relationship with prents, like we used to have and we can get it again but it's going to take a lot of work on both parents and teachers together.

4. ...Well, making it related to their world.... Even though we make every effort to show them, even today when I was talking about what is social studies and why do we study and so forth, we really didn't get into why we look at man ...and I think setting a purpose for them that's not only interesting (but) it means something to them is probably the most difficult thing....

B. I think more community oriented projects, getting out in the actual community (where) they live and seeing that social studies is the interraction of man within a specific area. We do a little bit of that, but it's more expedient to do it in the classroom, and sometimes it's hard to get out and make all kinds of arrangements and so forth, but I think... it would remedy the feeling that it's unrelated to their world.

NON-MACOS

5th grade. Our school was closed and the children from three buildings were assigned to the _________ school, so that I have some from each of three different 5th grades and I find that there is a difference.

B. I think that administrators should be more observant of what is happening in classrooms. I think that reading skills are very important for all subjects, therefore this should be checked periodically throughout the year and not just in observation period.

6. Oh, I think the most difficult problem is getting across to them the things we think are important, and finding some source of material that is not at such a difficult level that they cannot understand it.... This text we have is a very excellent text and that isn't very hard to read. It isn't /too sophisticated/, and yet it is set for 6th grade level. There are so many good points that we take piecemeal from it. So, I would say that's my biggest problem, cause you can't do everything on group discussions and even though I feel that's the most important part, you need to have materials that they can relate to and understand easily without giving up the point of learning how to think critically.

B. Well, I would just like to have more materials available.... Oh, map materials, video materials, audio materials, there are many things that you can use that for....

7. Data not available.

Figure V-4 Continued

MACOS

5. The most important problem... it's not motivation. Man: A Course of Study, I think one of the strong points is the motivation, that /is/ the desire to participate and to learn about these people. The kids get very excited about baboons, for instance.... Sometimes they're not too happy about that because we hear baboons for maybe a month. It's not that then, perhaps coming back to this evaluation, perhaps that's the hardest part. As far as the interest in the subject from the children and from myself, I'm interested in it.... It's not a difficult course to teach. It's easy to teach. You have a lot of materials and these are the things kids are interested in.... They like to verbalize at this age level.... Evaluation, that's a horse of another color. It's hard to evaluate something like this.

B. No grades, that's an easy one.

6. Data not available.

7. Kids at this grade level have a hard time transferring one idea and generalizing it to others as in seeing things that monkeys do and generalizing that people might do those same kinds of things, just the transition from one area to another is very difficult for them. It's like pulling teeth trying to get them to figure out how this related to that or that relates to that or put that in a different situation.

NON-MACOS

8. Well, I think the most difficult problem is perhaps, I don't know quite how to explain this. Children like to discuss things, they like to have oral participation, they like to do things that are fun, they do not like to have to refer to books or written materials or to write things down. Sometimes I feel that I have to spoonfeed a lot of information to them, because they don't find it out on their own. If you ask them to read a passage, you almost have to pull it out word for word--the main ideas of the passage. I think this is just generally a problem, however, because many of our children are not on grade level--if you try to choose a text for them to follow, you really cannot do this, for each child, because each one would not fit the text. I think my main problem is coordinating the materials that I use and in having... to find the time, when I can talk with all of them as a group to pull forth the ideas that I think are important....

B. I'd write a new social studies text, exactly the way that I would like it. I think most of... the texts are too difficult, they're too factual, they deal more with details than they do with ideas. I think children like to do things. I think they like to make things rather than using paper and pencil types of materials. So I believe if I had my choice I'd write my own program, but it would be quite different from the usual text. It would be much simpler in reading material, and it would only emphasize main... situations in social studies.

Figure V-4 Continued

MACOS

B. I think one problem has to do with their maturation level, and I don't think there was anything you could do except make them mature faster than you would in elementary school. That's one of the reasons it is hard for kids because of the transference of knowledge, but it is still fun for them to do it.

8. Well, getting some of the students to open up and contribute to discussions. Some are so shy, that all you can get out of some of them is "yes" or "no", and to really have the quiet ones, the shy one, to gain confidence in themselves--be able to stand up and express themselves and that's one of the problems....Some students still are closed minded to accepting ideas from other countries; they still will be and that's a difficult thing for some of them--for me to get through to some of them.

B. ....I think sometimes there's so much parent's influence that there's no way you can get through to them, but if I had the power, how would I do it? Well, just through our studies, you'd have to look at the customs of the different countries. Since, in Japan, there are different customs, there are some customs of the Inu where the women tatoo their mouths, you can compare the different customs of the peoples of Africa, you compare that to different tribes of Africa.... and let the students see that other people feel differently. Are they in essence any different from human beings, from you and me?

NON-MACOS

9. Last year we /studied/ a lot of civilizations in the past as well as the present...and a lot of the students kept saying "well, how is this relevant to me"....This year, I don't see it as much because we have been focusing more on the students themselves...and I really worked on bringing this more onto their level.... So the relevance ...is the thing that sometimes can be a real problem.... The other thing that I think is sometimes a problem are the terms we use like 'physical anthropologist, cultural anthropology', all of these different things, 'norms of behavior, roles.' These are things which adults have an easy time getting mixed up on...and the terms sometimes are really hard for the students to grasp...those are the two things, the relevance and terms, terminology.

B. Well, one of the things is just what I'm trying to do this year, to tie this down more to their own lives.... Terminology, what I try to do is give them more exposure to the terms by using them more myself in my own vocabularly and just trying to evoke more discussion using those terms...but they're still kind of hard....

10. Actually, I don't find it difficult. I really have, I can't say,...I have a child in here, a couple of them who are on a primer level in reading. They will choose what they want to do, whether it's just drawing pictures, and they try so hard...to read. I'll get someone to help

Figure V-4 Continued

MACOS

9. I think it is pretty much to get down to their level, to get it so they can comprehend certain things you are trying to relate to them in different ways. This is...why I selected MACOS because I thought it would be easier for them to comprehend then the text.

B. Well, I don't think I could do too much right now. I don't think we have a major problem with the program.

10. I really can't say off hand because each child has individual difficulties or needs, and we kind of try to meet them on /an/ individual basis. As far as a group problem, I can't really name one. Individual problems might be reading problems, or abstract understandings, inability to research properly. These might be individual problems of students but not a group problem as a whole.

B. ...The reading problem--the child--you have to try to tune in the child's listening abilities then instead of his reading abilities, to sensitize the child in understanding of the basic concepts through drawings, through films, through debates where the children can either understand or succeed in another area. Therefore, he or she will not be turned off because of their lack of reading ability.

NON-MACOS

them with their work...and they become involved too, and it's amazing, they can do mapwork, they can do the artwork that's connected, so by using multi-media and audio-visual and things like this, you can involve every child and that's what I'm saying about my program last year...Because they were interested, they were motivated, so I can't say I find anything difficult....

B. Data not available.

11. Data not available.

12. ....Well, it's probably with all the other things that I have to teach. It's getting together enough experiential material to really do the job. But I think this goes with the whole bit. When we have to teach six or seven subjects, I think you're going to have trouble getting something together... You may concentrate on what you're interested in and let the rest of it go. I think I do a better job teaching those areas I'm most interested in too.... I think maybe my biggest problem is having time to do the details, record keeping, as well as the special gathering of materials--experiential materials that ought to be put with it. I think generally we find in today's society, kids grossly unprepared for their society, and I think the preparation has to come from an awareness outside the classroom...because we don't have them long enough. So I think our...societal goals, are narrowing to the extent that we're not thinking enough about where we're

Figure V-4 Continued

MACOS

11. I would say the problem is parents. The biggest problem that I think we probably have is the parents. When I say that I don't mean all parents, and I don't mean it's a problem where they're necessarily on our backs...but it's a matter of educating them to the fact that social studies is not those three things that we talked about--history, civics, and geography. Well that's part of it, you have to convince them that our /philosophy/ --not try to convince them but to share with them our feeling that what social studies should be, and if you can do that and work with them and they trust you, then everything goes fine, works well. _If_ however, on the other hand, they do not trust you, /if/ they are looking forward to how well they do in junior high,...then their trust lacks and whenever a parent's trust in a teacher lacks, there's got to be some kind of conflict with the kid caught in the middle....The kids have no problems at all buying this, they'd much rather take the social studies project and approach that we have set up rather than maybe a more traditional approach. But...if when they come home, and...kids says, "well, in social studies today we talked about this kid that stole something out of a locker and we told about...how we would take care of the problem" and the mother says "that's got nothing to do with, I want to know about if you learned about Columbus today" and the kids says "no" and she comes to school and is upset Now there's a big problem, because the kid is really going to realize that Mom and Dad are not, do not have the trust, or the teacher does not have the trust there, and there's going to be some kind of conflict. So I think the biggest problem right now in social studies is

NON-MACOS

all going--we're thinking about where we're individually going and that makes a problem here too...because there's no understanding except right down this narrow area.

B. ....I think I'd try to fix it someway...so that we could have a place where materials could be put together and maybe take the kids to the classroom instead of trying to bring the classroom to the children. At this level...we find sometimes in reading, that moving around is a big problem for us....It causes considerable confusion and mixing grade levels causes some confusion...but I think mainly, if we had a place where the whole surroundings were directed toward a viewpoint or toward a subject area, it would be better than trying to get all the subject areas in the same surroundings. I think that would be the biggest thing I'd try to do.

13. ....I think probably, the hardest thing is map skills. Anything concrete is a little harder for them and that's not altogether bad. I think it's good that they understand and can relate and can talk about the differences and similarities in people, but when it comes down to talking about how do you find Melbourne, Australia, then it's a little harder, so I would say the more concrete /is harder/ the abstract, they're very good in...and the

Figure V-4 Continued

MACOS

convincing the folks that the approach is worthwhile.

B. ...I think I'm pretty happy with what we're doing. I would like to just have everybody think the way we do, but that wouldn't really be fair either because I think it's good to have opposing points of view, but we do have more conferences at home, and we do have conferences where we spend more time talking about it. We do have some parents "study groups" and we come in and say "this is going to be the topic tonight--why don't we teach geography?" Parents will come in and they'll come in ready to go, and they'll sit and we'll discuss it and we'll go from there.

12. Data not available.

13. Data not available.

14. Data not available.

15. Data not available.

NON-MACOS

things like map skills or reference skills takes a little longer and, they need to work on that a little bit more.

B. I think one thing that we need is a basic kind of teaching method with that, if you're going to say a textbook... you need to adopt something to teach that particular thing and that's one thing we haven't done....

14. Probably, the terminology, going back to this particular book, because it's all based on the terminology, and unless you have a good understanding of it, there's no rational basis for any discussion.

B. Oh well-I was happy studying Latin America, and I think possibly you can still work in many of the basic ideas that affect man and the way he lives by studying Latin America and pursuing of this topic, and still not get into the indepth study as far as the terminology is concerned and that we do have in this book. I feel terminology is a big thing in this book and one really has to spend a lot of time on it.

15. Well, I only have the one text, and relying on that and knowing the ability of the students and...to comprehend what they're reading. It's really bad. The majority of my children are below fifth grade reading level.

B. I think I'd...get into a program that didn't rely so much on a textbook, /where/ we had materials to work with, and...kits and so forth that the children would be able to do.

Figure V-5

Does your social studies program differ in any important way from your program last year? (If yes,in what way or ways?)

MACOS	NON-MACOS
1. I think we have negative feelings about the amount of time we're going to devote to it and trying to put /in/ what we really consider a year's program. If we /do/ it correctly, ..., ... it means that we're going to have to be very selective in how we do /it/ so we will be meeting before we go into the MACOS program, trying to point out...those things we feel are most valid and useful so that we do justice to that program as best we can in that short span of time.... This year it will be about a month later approximately, so that means we can't do everything and so we're going to have to be very selective in the things we do.... I think it was felt that there were certain sections of that program we could not hit so much in detail as we did and still... justify that program and still do justice to it.	1. /Teacher taught Man: A Course of Study last year and an inquiry oriented program this year./ /The differences are/ as vast as they can get, except there is a little connection.... Last year, in Man: A Course of Study you're teaching about one thing to understand another, and inquiry does some of that too, so there is a connection. It's just a different approach completely.... I don't think I would say inquiry was a major thrust of Man: A Course of Study to me, but it had the same idea, because you were looking at one thing and translating it over to your own life.... There was no exact answer.... Still, in a way, I wouldn't say it was a main thrust. For the kids the main thrust really was the fact that it was a "hands on; get involved activity" or added-type study. But at the same time, when you got through, you could have an inquiry session about what you did, and actually I found it much more successful....
2. Data not available.	2. Data not available.
3. The program is basically the same over last year. The ideas and the way we go about developing the program has changed but the basic concept of the program and the overall objectives of the program are still the same. It's just the methods of obtaining those objectives which differ from year /to year/ according to the type of students that are in the program.	3. I vary my program according to the groups that I work with. Every year my program is completely different. Last year, I had an extremely low group; they were fifth and sixth graders and every child was a year to five /years/ below grade level in reading which meant I had to work with them through a media that they could express themselves, that they could do research, that they could learn without doing too much reading per se as research, so I used many films with them, did a lot of discussion using my own background of travel....

Figure V-5 Continued

MACOS	NON-MACOS
4. Last year we ran Social Studies...differently. We ran it in the afternoon and the kids chose one of four choices. It does differ quite a bit because then it was a completely separate thing.... This year we're incorporating it a lot more into the Language Arts program.... Most of the kids writings for Social Studies are used for Language Arts purposes also.	4. Data not available.
5. No, last year we were all involved. The only difference is now, it's only a third of the class instead of the full /one/ that is in the MAN program. The other teachers... wanted to teach history. They felt with the Bicentennial coming it was a perfect time to start and they felt that perhaps history would be more beneficial than this type of program.	5. Not necessarily. We have what is called the multi-text approach and what happens is we have several books, but really not enough of any one book to really use /it/ as a textbook...but the main change from last year...we studied just the United States mainly, and this year we're studying /our state/ and South America.... We are supposed to cover these three things basically in the two years and we've taken /our state/ in with the year that we study South America. So I would say...that the difference is in subject matter-what we're teaching rather than how we're teaching it.
6. Data not available.	6. Data not available.
7. No, no.	7. Data not available.
8. ...This year, I'm teaching Africa. We're very free to teach almost whatever we want of the countries of the western world and delete whatever/we want/, so I'm adding that and doing it a little bit different that way. I had studied Africa in conjunction with our baboons section of Man : A Course of Study.	8. No, I have more or less evolved this program over the years. From year to year, I'll change maybe my emphasis on a particular area, like last year my class was very interested in battles and wars. I had a lot of boys in my class--I had like two thirds boys and they liked wars and they liked ships and machines and we spent a lot of research time on transportation,or communication or ships....

Figure V-5 Continued

MACOS	NON-MACOS
9. I would say possibly there would have to be an affect, maybe enthusiasm. /It/ depends on the type. Sometimes I think kids can make you work a little bit harder, a little faster and I think this is the group that can do that. Honestly, I would say that there are times these kids seem to be getting a lot more out of it, plus you 're getting more feedback from them. I think we are doing more art work because they can cooperate together. They can work together where the other group--it was very difficult to do this.	9. ...Last year the book was the main source of everything, and this year, we're really starting to branch out into other areas and activities for the students, so it's really a lot more interesting to me....
10. Data not available.	10. ...I had a much smaller class, so I could work more in groups then, and they could work more on their own. I could go around and help each group with different things they were working on. I tried it this year and as of now they're not ready for it. I'm hoping to try it again, maybe after Christmas...and gradually work them into it; so last year I did work more in groups.
11. No, not really, because we had somewhat the same content area as far as last year was concerned. /It was/ very different from the year before. I'm not sure that the objectives were all that different but the way of going after them was considerably different. In the social studies progression that we have, between the units of salmon and herring gulls and the baboons and the Eskimos...I will have units that have nothing to do with MACOS and they will have to do with people interacting with people. We had a major unit on the Inca empire for ancient history. We have just begun one on interrelationships between man and river and how they use and abuse each other, and I use this deliberately to kind of change the flavor of what's happening in social studies and it's worked out very well last year and I'll continue again this year.	11. It's essentially the same. It's just that...these children cannot do the activities ...or the dittos that I've had for previous years and I've had to rewrite them on a simpler level.
	12. Data not available.
	13. No, ...although last year I did not at any time...use the textbook as a base. It was completely an individual thing, work in groups, this group /did/ this particular thing, this one, this particular thing, this one, this particular thing.

Figure V-5 Continued

MACOS

12. ...I would say important, no. I don't think it does. We're very similar.

13. I did cut out some things that I found the children were not receptive too, some of the projects, so I have gone a little faster this year.

14. No, because we've worked with Man: A Course of Study for the last three years....

15. Data not avaialable.

NON-MACOS

14. ...I didn't teach last year, previous years, yes. I taught maybe four years ago and it differs very much this year because I have a lower-achieving student body.

15. ...We got them [the new program] about half a year last year.... The books that we had were so old we used them for map skills. Then we did--well we do this year too current events, political things. We will take a whole Social Studies period to talk about things that are going on, any important political happening or world matter on T. V. We try to get it in and see that and then discuss that.

Figure V-6

a. Of all the things you do in social studies, what do you like to do the best? (If subjects are listed, ask: Do you do different things in social studies like read books, have a discussion, look at films, do art work, make plays, give reports, etc.?) Which of these things do you like best? Why do you like them?)

b. What do you not like to do in social studies?

MACOS

1a. I like learning about other people in the world. . . . I like that rather than just learning about countries; I like learning about the people themselves. .

I like to learn about both the people and the countries. . . .

I don't know. I like it all.

I'd sure like to make a mural with animals from different countries. . . .

I like to do art projects

When I do reports, I like to have an oral report.

b. Reports. . .(Someone else added, "I don't like to do reports, written reports")

I can't stand if the teacher will stand up and. . . she'll tell all these things on certain animals, . . . I prefer to learn it in a book or a movie or a tape or something. . . .

I don't like it either when the teacher stands up and takes the whole time talking.

NON-MACOS

1a. I like when we discuss countries and see the slides and I don't like working in the book.

I like when we have current events in the morning and when we read our "New Times". . . .

I like the slides and current events in the morning. . . .

the paper work [color maps, answer questions]

2. Data not available.

3. Data not available.

4. Data not available.

5. Data not available.

6a. . . . I like drawing in it.

I guess movies about different countries.

Make maps

I like to have the discussion.

Figure V-6 Continued

MACOS

2a. Data not available.

3a. - I like to see the films.

- The drawing, that's fun.

3b. -The reports

- ...writing reports, I hate to write.

- ...after the end of the class... he'll ask you to write two sentences about what happened and you don't even know what happened....

4a. Data not available.

5. Data not available.

6a. Reading a book, a biography....

- Doing book reports

-I like to build things

-well nothing much. It's really sort of boring....

NON-MACOS

6b. I don't like reading; I mean the sheets, like one might say, "who discovered America?" and then sometimes you might have to write a long answer. (All others in group agreed that they did not like the answer sheets).

7a. - The bulletin boards in groups...the reports....

- Reading it and then we discuss it --if some people didn't get a part, then other people could tell them, maybe.

- helping the other people.

7b. - ...At the end of the part...you have to write the questions out and the answers....

-...the session before the time we have a test. I go over my book and I have a cram session.

- the test.

8a. Data not available.

9a. Maps

9b. -I don't like reading but I like to do...questions....

-Worksheet type things.

Figure V-6 Continued

MACOS

6b. Listening, that bores me.

I just don't like doing reports period.

Read

Work in groups with everybody else cause everybody else is wanting to do something else and like you're the only one who wants to do something that you want to do.

I hate the teacher talking and I hate people talking in reports.

7a. Arts

Make bulletin boards

Films

7b. Discussions

Reading

Tests

NON-MACOS

10a. Baseball's about the funnest thing. While you're studying on it, you're also playing a game.

Movies (others agree that baseball and movies are the favorite activities).

10b. I don't like to do tests very much... or vocabularies. (Others agree).

11a. I like to write reports and read and study about people and how they've lived and write about them. I like to touch things that are real....I like making maps. I like drawing too....

I like school because when you're home you don't have anything to do and also school's good for you.

12a. Study about history.

Go in the library and do reports about things that we study.

I like tests because I could learn a lot more about history than I knew before.

Figure V-6 Continued

MACOS

8a. -I like discussing.

- I like to make things (e.g. environment boards)
(Others choose either discussion or environment boards)

8b. -I don't like to discuss or read [silently]

9a. Data not available.

10a. Data not available.

11a. - I don't know if I like anything.

- the animals, what they do

- I like filmstrips

- I... like the videotape [the teachers] shows us of the National Geographics and we read... the pamphlets on the baboon and the group behavior and it's really fun because after we read it, we have a discussion on one of them....

- I like the discussions and the group projects and the filmstrips we see on the video tape machine.

NON-MACOS

12b. -Have to read the Social Studies book. (Others agree).

-I don't like to do homework

13a. -I like doing the tests. (All agree tests are fun).

13b. - Reading.

-Questions out of the book... I don't understand them. They got real fancy words; I don't understand the words.

14a. -I like to read most of all. I like to do maps and draw and color....

-Maps.

14b. -Reading, ditto sheets.

-I don't like the teacher to read for us. I like to read it for ourselves and then we get a better understanding.

15a. -I like to take field trips... and find out about the people and the way they lived.

-Sometimes we study about what's going to happen in the future and I like that....

Figure V-6 Continued

MACOS

11b. - Not really anything I can think of, because... everything we do ... is pretty fun. There's nothing that's not really all that hard to do.

12a. -Maps and films are my best (Others agree that they like maps best).

12b. -Writing reports

-Filmstrips and taking notes.

13a. -Sit there and listen.

-Make stuff /projects/.

-Watch films

13b. - I don't like to read /by/ myself. It's ok when I read silently, but when I read out loud, I don't like to.

-Make posters.... The one you have to show, because you can't draw.

-I don't like to read those books. You've got to read the whole thing and then put them down....

-/Interviewer: How about like you said about the acting out the baboons and stuff, did you like that or is that something

NON-MACOS

-I like studying about other people, how they live in different countries....

-...I like to watch films and have discussions....I really like that...having films and then going over the films about why do you think that they live that way or do you think it's bad that they live that way or do you wish you lived that way....I don't like to read about things. I want to see them,....

-I like to read about the history of the United States and about pioneers and people that lived then and about different Indian tribes and how they lived.

-Yeah, I like the reading.

15b. - ...I don't like writing real long reports, or going over something that we've already done. I like to venture out into new things....

-I don't like reading, but I like to go up in our group and discuss instead of having every person read...I just like to do it altogether.

-I don't really like...doing worksheets.

-...I don't like having to read 48 pages in about 2-3 days.

Figure V 6 Continued

MACOS

else that you don't like?7
I like it. /roleplaying/

-Reading out loud.

-Sitting and listening to other people talk.

14a. - seeing films.

-I like having discussions, after we listen or watch a film, you write what you observe and then we talk about it.

-I like discussions in small groups.

14b. -Read... in front of the class.

-I don't like having big... group discussions

-Sometimes I don't like little groups....

15a. - It's more fun when you're having Social Studies... to just talk about it out loud in the classroom.

- I like drawing the best.

15b. -I don't like reading from a book and writing it down. I like to talk out and speak with the class.

- I don't like to listen to /the teacher7.

NON-MACOS

16a. Data not available.

17a. -learning about people... We do dittos about them sometimes (tape ends here).

18a. -Activities - make pinatas

- I like to do reports

- I like watching the films the best

-...I like to do art work, too, because I like to look at pictures and then try to draw them....

18b. -Reports

-I don't like to color maps.

19. Data not available.

Figure V-6 Continued

	MACOS	NON-MACOS
	-dittos, because if we get confused and there's a long line for questions, you have to wait; it wastes your time.	
16a.	-Writing reports	
	- I like to do art	
	- Films	
16b.	No response.	
17a.	-Slambooks. . . because you can find more about your friends. . . .	
	-I like to work on our slambooks and see movies.	
	-It's all pretty good. I like to do all the stuff.	
	-I like reading the pictures. . . . [e.g., putting captions under pictures]	
17b.	- I like to do everything.	
	-I hate to just sit there, just sit there and do nothing.	
	-My favorite part is discussion, but if I have to take my worse, I'd have to say, if you ever have to write a report, . . . those are pretty boring.	

Figure V-6 Continued

MACOS	NON-MACOS
-When you're reading the book, you can hear practically everybody's heart, cause you're so nervous, "Oh, I'm going to miss that word and it's the easiest word in the book" and you say "the" or something and everybody starts saying, "Oh, you must be dumb"...that's the worst part of it to me.	
18a. -I like to watch the movies about the Eskimos because they are so different than us.	
-I like to read the books because you can take more time on the books, but you can't on the movies and all that stuff.	
-The films because...we can tell what they are doing, but books, they only have reading....	
18b. I hate Social Studies	
-...I hate to draw the pictures because I don't like to draw.	
19. Data not available.	

Figure V-7

Why do you study Social Studies in School? (If no answer, Do you think what you learn might be important to you sometime?) (If no, Why not?) If Yes, How do you think Social Studies might be important to you? (If to learn about history or people, etc., how do you think that may be important to you?)

MACOS	NON-MACOS
1. -To know other people in other parts of the world. **-If you have children, they ask you this question, and then you'll be able to tell them.** **-If... you're going some place.** **-If you wanted to get a job, you could use it** **-/If you were/ an American explorer, or if you were a deep sea diver you would - most of the real fancy stuff is in Africa, off the shores of Africa, there are weird fish and also over in Egypt and place like that....** **-To know about that country and stuff and how people act.** **-When you get older or something, like when you get to high school and stuff, college, if you want to get a degree or major in one thing,... you'll have to have had Social Studies in school....** **-And it's just good to know, because it'll help.** **-I'm sort of curious. I always ask my Dad, "hey what do people do over there, why do they do so and so over in that little country," so my kids will probably ask me the same things, so I'd sort of like to learn so I can tell them.**	1. - To learn about other people - To learn about other countries and how they are different from us. - We learn about the history of /other/ countries and how the government is... run. You won't know everything about it, but just mainly how the government is run. Maybe you might want to live there or something, and you might want to know about the country. - Well, if you ever want to move there, and you don't know what it's like, maybe you'll think, "Oh gee, everyplace is like this. I think I'll just move over there and see how their lives are different from ours." If you don't know, maybe you're stuck there for the rest of your life. - So when we want to visit them /other people/ we can know what they're doing over there, like the jobs.... -... some people don't know the different names of the places and where they're located and it's real important to know where the places are and what the names are of the countries, so if you have a job that needs knowing that.

Figure V-7 Continued

MACOS	NON-MACOS
2. -To learn about lives of animals...how they protect themselves. [It is important] because somebody might ask us about it. Like if you get a job like nurses or...(others added scientist, or doctor, someone who works at the Smithsonian Institution)	2. Data not available.
3. To find the differences between people and monkeys, I mean animals, and to realize that,...some people in our school think they're really hotshots and then they just started to realize that people just can't be hotshots. I means they've got they've got to look down to mentally retarded kids and understand that we could have the same problem if we were in their place, that they could be just as good as we are if they were not mentally retarded, because I see people criticizing them and I think it's a shame ...and I think this is supposed to help us take things how it is, not criticize it. You'd have to learn about other countries so if you ever go there...you'd know about it, and then you could tell somebody about it and help them out, and talk to other people about where they come from. To know about other people and animals and countries....	3. To learn things. [To learn] how poorer people live in different places besides where we live. To learn about different people and all about them. In case you go some place, you might find some of the people that you've read [about]. If you go to a foreign country...you would know a little about them. If you go to a country and you were captured...well then you could talk to their leader and you know what their name was.
	4. So when you go there [to different countries] you'll know about them.

Figure V-7 Continued

	MACOS	NON-MACOS
4.	To get the facts of life. Find out what people do.... [If you were a scientist] you know something's wrong with the salmon...you can examine it and find out why they're [dying]. Maybe when you grow up and you have kids, your kids will-let's say if they're in kindergarten, and they heard something about Goerge Washingtion, they'd probably want to know some facts about it and then you'd know.	A lot of it's about our background, our heritage, like where we came from, and how our people have been up through the centuries or the decades...like in the nineteen hundreds, car processing really came to be something and that was an important time in our history and it's just important to learn to use our background. It'll teach you more about other countries and more about the history of other countries. You might learn about other people, their feelings. Last year we talked about in social studies, we had this... film, Inside Out, I think that was the name of them, and they talked about people and their feelings and it had one about this kid's father. He had a physical--I think his arm or something was missing, and the kids made fun of him about it and we talked about that in social studies... and we had President Nixon and Watergate. We talked about Watergate and what it'll do to us and our future....
5.	Data not available.	Data not available.
6.	So you know the presidents and American history and the Revolutionary War, World War I, World War II.... If there was a big pop quiz in college and if you didn't pass it, you wouldn't get a job and you'd have to stay in college for five more years until you got the test right. I don't really see any need to study social studies, but I guess if somebody wants to become president, they could study social studies. I don't know. You don't really have to know it to (tape malfunction). Reading, you'd probably have to do, but social studies, just learning about other people and how they did it, it's not that important....	So that when you grow up, you can learn how people live. If you go to one state and a whole bunch of Indians live there, you might get all mixed up like how they live.

Figure V-7 Continued

MACOS	NON-MACOS
-[It might be important] if you're on a game show or something, but I can't think of anything else. -...It's either a history course or you do a report on animals and persons. It's mostly history and you don't really have to know history; I don't think it's really all that important cause it's just history.	-To get an idea of what it was like before you were alive. -If there was something like a depression, how you could just stop one from coming. -... if they didn't know any Social Studies, no one would know where the flag came from and what it was about or anything.
7. -To learn all around the world what people are doing. -The Hopis, they know how to weave, and later on maybe you won't have enough money to buy clothes so maybe you have to weave them.	7. -[How countries] trade and bargain with other countries. -If you have some kind of job for the government or something, and you have to do research on other countries, you'll know what you're doing.... -Find out what the other countries are like, in case you want to live there....
8. -To know the different kind of species [of animals] and how they live, and other different things like how they reproduce... -To know the difference between...the baboons...like how many juveniles and how many are in a troop, and to know the different kind of species. - So that you could become a better somebody.... if you become an anthropologist, you could study animals more closely and understand them more.	8. -To learn about your community, and what's going on in the world, like people discovering explorers. -To know about your neighbor nations and how they trade with the U.S. and when you're older, you have to know about history and things that had to do with time before.

Figure V-7 Continued

MACOS

9. Data not available.

10. - To learn about more things

- To learn about other people

-You just don't want to know what's happening in this part [of the world], you want to know what's happening in some place else, like China....

- To learn about the rest of the world and what's going on.

-I don't know.

-[To learn about] your environment, your city.

-I don't really know...but I guess to learn about other peoples and places and the world around you so if you ever went there you would know a little bit about it.

11. -Data not available.

12. - So you'll learn about different things in the world.

- To compare them [animals] to humans.

NON-MACOS

-If you go to some historical landmark,...you have to understand why it's there and what it's for.

-If you go there [to another country]...sometimes in Social Studies, they teach you a couple of words of another language and sometimes you can communicate with them and if you learn about them in Social Studies, when you go there, you won't have to be asking all kinds of questions.

9. - To know about other places and other things...in the past, too.

-Maybe you might want to learn about it. Maybe if you had a job...you might need to know something like that.

-...you get to know about other parts of the country.

-...you learn [what] their religion is...what different things they do.

-...you could use the information later on and to help you know what has happened over the years and how the world has changed and the cultures of people have changed.

Figure V-7 Continued

MACOS

- I don't know, you might need to know some of these things, like someday, we might take a test or something....

13. To learn about different places, besides just the place we're living

-To learn about other people and places

- To learn about animals and what their instincts are

-You just don't want to know about yourself, so you find out about places you like so that if you want to go there....

-You want to know about a different place, because you don't want to be locked up in just one country.

-Because other people are different from me; just because I like chocolate ice cream doesn't mean she has to like chocolate ice cream.

-You want to meet different people in order to see their differences in you.

NON-MACOS

-If you want to go on vacation to a foreign land to see how people do different things than you do...you can learn about what they do, and maybe bring back ideas for our country.

10. - Data not available.

11. - Data not available.

12. -To know about different countries, so that if you go to another country...you'd know that they speak other languages....We could learn their customs and see how different they are from ours, see their houses, the way they cook, and stuff and bring some of their ideas to America and take some of ours to their country.

-Someday, when there are no more wars and all the countries are friends they could...come to America and see how we do our different customs and we could go there....

13. -...In Social Studies, you usually study countries or your surroundings...if you're in the steel business, you'll know what country to order if from....

Figure V-7 Continued

MACOS	NON-MACOS
	-If you grew up in America and decided to move to another country, you'd want to know something about it and its history.
14. - To learn about your environment, to learn about other things besides us. -To learn about different animals...how they reproduce and everything. -...In 7th grade...you have to write reports, you could use the things that we're doing this year. -...with the plants and I learned about the fish and...the different types of parasities that can get on /them/ -...the baboons, you learn how they are like so human; they're just like people, the way they act and the things they do. -How the herring gulls...go to the beach...how they probably feed their young when they fly back to the nest...	14. - So that we can learn about other countries, learn about different customs and cultures and different techniques. -If you want to go traveling you are going to have to know something about their customs and cultures, and how they speak. - ...you'd know more about people around the states and countries and continents, and it would help to develop /you/ more in reading also....You get practice and just about everything in Social Studies. Social Studies doesn't just have to be about people; it can be about countries, maps, history or politics....
15. Data not available.	15. -To learn about famous men. -...we wouldn't know what happened back 200 years ago ago or something that was famous. -...if you learn...then maybe you might turn famous.
16. Data not available.	

Figure V-7 Continued

MACOS

17. Data not available.

18. -To learn about our country or our world.

-To learn about different people and how they live different from us.

-Religions

-different customs

-places and their climates and terrain

-When you go to a different country, you might want to know how they act and all that.

-If you go into the jungle... you will know what kind of animals are there.

19. Data not available.

NON-MACOS

16. - Data not available.

17. -To learn about different people, the way they live and not just the way we live... and learn about the other countries and what they do and the ways they are like we are.

-I don't know. I like to do Social Studies.... I just learn different things.

-... if we went down there [to another country], we wouldn't even know what they're like or anything, not even know their language or anything....

18. -To learn about more things in history.

-There are certain jobs like a history teacher... and [if] you don't know about history then you can't take that job.

-You wouldn't know what the Spanish explorers names were like Ponce De Leon....

-... We wouldn't know about the wars... like the Revolution.

19. - [To] learn about history, about things, people before us. (Others added the clothes they wore, transportation, conditions and other differences).

Figure V-7 Continued

MACOS	NON-MACOS
	-We could be famous people too. We could invent something. -Somebody might ask you to see what you learned back in your time --if you had kids and they asked you to help them in their tests and they asked you "Who are they?" and you didn't know.

Figure V-8

a. Are there any similarities between the Social Studies program this year and the Social Studies program in the two previous years? What are these similarities?

b. Are there any differences between the Social Studies program this year and the Social Studies program in the previous two years? What are these differences?

c. Are there any similarities between the students' Social Studies program this year and their program next year? What are these similarities?

d. Are there any differences between the students' Social Studies program this year and their program next year? What are the differences?

MACOS	NON-MACOS
1a. ....I honestly wouldn't know because I am not really ... familiar with what they've done downstairs in the primary grades and I think one reason I'm unfamiliar in this school is that we don't have any continuity or we don't have any specific program and I'm vaguely aware that the 3rd and 4th grade teachers study countries . They've done some community study kinds of things but I'm not sure. I think what we've done would have been different, that would be the only thing I could safely say.	1a. No, I don't believe so.
b. ....What we've done is different because the MACOS stuff that I've used and the stuff that I've done myself...has been really on trying to get concepts across in a great variety of ways, really kind of an inter-disciplinary...way because MACOS ...started me on that whole idea.... I think because I've done MACOS, that MACOS and the things I've devised myself are probably broader in scope in terms of techniques and activities than what the kids have done downstairs....	b. The book...covers different areas of the world and...5th grade had U. S. History and 4th grade...had Pacific Northwest history or something like that and clusters, a lot of psychological and current event kinds of things like I've done, but I don't believe that they've done. So I think it's pretty much different probably from what they've had.
	c. There will be some similarities, I understand. They do study Europe and perhaps other parts of the world, so they'll be getting some of the same things, I think, or same topics anyway.
	d. I don't know that much about their course.

Figure V-8 Continued

MACOS

c. - You know in this school it's hard to say because we don't know from year to year what we're going to do. In fact, one of our problems has been... how do we use MACOS with what kids, and how to keep track of who's had what.... In terms of the 6th graders going on to junior high, the only similarity will be that they will have touched some of the factual information about American history and traditional Social Studies, but they will have touched it in a different way and I think that would probaby be the only way I could compare it.

d. - .... The differences would be... what they get at the junior high level is a very book oriented kind of course where you are primarily concerned with content and covering content and specific skills... and I'm more concerned with them getting concepts and ideas rather than information as a vehicle to get those things. It's not an end in itself and I think... that's what I tried to do. Now, maybe I'm underestimating the Social Studies teachers. Maybe they use the same techniques, but the kids that come back tell me in junior high, we learn a lot of facts that we didn't know before, but I never hear them talk about activites... variety and so forth....

2a. - Third grade--I don't believe they teach a Social Studies program; 4th grade, they have a textbook, Harcourt-Brace, I believe it is,... and it's very different from MACOS. Yes

NON-MACOS

2a. I think possibly they had a couple of hands on activity in the fifth grade which they had not had in the fourth grade.

b. They were strictly textbook, read together in fourth and fifth grade. They read together and discussed together and answered questions together.

c. I really don't know that.... There have been changes in the junior high school and I don't know how they'll be presenting the program, whether they have a history class, geography or what....

3a. In the 4th grade, yes.... They've got people in different countries.... we've got people in America and they learn to make inferences; they learn to make generalizations, draw conclusions, e.g., put data up on the board and pull it all together, use of symbols and so forth... to denote similarities and dissimilarities.... There should be some similarities between what we're doing next year and what they did last year, because the same people prepared the text.

b. There are some... points that I don't spend a lot of time on that they might have spent time on last year because the group that I got... has too much difficulty reading.

c. I don't know whether they're going to continue, whether they're going to pick up this text in the 6th grade next year or they're just going to go to Man: A Course of Study....

Figure V-8 Continued

MACOS

[there are some similarities]. They go into behavior, the textbook goes into some of the humanistic teaching that we go into with MACOS, discussions among the class members, concerning groups and peer pressure and this kind of thing ....As far as facts are concerned, there's no similarity at all. I don't think they go into any kind of animals. They touch on history and anthropology a little bit of everything and not much similarity....

b. ....There's no history in MACOS. There is some history but from what I remember and this is three years ago, ... they covered groups, group living, motivation of people and groups and in our 5th grade book they even did some psychology.

c. Yes. They go into a traditional history geography approach in 6th grade which is over at the Middle school, that's the way our system is.

d. It will be altogether different. Their science program would be more like this, on animal study.... Their social studies will be more or less...traditional; I don't know what area they go. I think it's ancient history that they go into in the 6th grade, and I don't know where they get American history. ....My 5th grade, and the 6th grade next year--ancient history has not a lot do do with, unless you think of the Netsilik as ancient history and that's not ancient enough.... I think they go back to the Greeks and this kind of thing.

NON-MACOS

d. I wouldn't know.

4a. I don't know if I can really answer that....We're following the same book, I mean we use the same series, so they're tied together in that respect but I don't know just exactly what the teachers have done before me. I have general ideas of what they have done and I would imagine the program's about the same.

b. There wouldn't be any glaring differences that I would know of.

c. ....Well, I presume the program would be very similar. Now, I think this year the two 6th grade teachers have shifted somewhat. I think one teacher is teaching both social studies and one of them is taking the social studies program and the other one is taking the science program... but, I doubt other than just the one teacher teaching both programs, I don't think there's really been that much change.

d. Not really, I don't know that much about what they're doing in social studies.

5a. ...I don't know for sure.

b. ...I don't stick by the book, and I think that they stuck by the book last year. Last year they used __________ history book and _____________ geography books [so that content's different from this year to last].... Third grade didn't get anything. Because in third grade there is no time for social studies...what they got last year was a little bit of map reading, and ...history, and...geography.

Figure V-8 Continued

MACOS

3a. ...I think the programs are very similar....We talked about this earlier this year and I said the one reason that we want to use the MACOS materials is because it came with, it went along with our philosophy...and the reason that we wanted to use the materials is because they were new; the materials were new, the way of approaching it was new, but the objectives were the same we we have as far as our philosophy is concerned. The kids...are going about...the same goal but are going in a different direction which is something that we like to have because they don't get bored and they don't feel like they've been over the same road again. It's a new road but still we got the general direction headed....Yes, there's been some strong differences because MACOS materials [are] brand new but as far as what we're after, there's been no difference, our objectives are the same.

3b. No, I would say, and I guess to understand this,...we believe that a kid has to have a good self concept, has to get along with others as our first two objectives and anything after that is secondary, because if they have a good self concept, and if they get along with everybody else, then everything else can fall in line without the first two, all the rest have difficulty. We also like to have an inquiry approach; we like them to question things; we like them to be able to look up materials when they want to find them and we wanted them to be able to discuss, understand other people's point of view...That's our objective and this

NON-MACOS

c. I have no idea, because that's up to the teacher they get next year to decide what she's going to teach them and in what way.... There is a social studies framework, but most of us branch off from that...and expand it in our own...way....

6a. None.

b. [There is] a great deal of difference , the approach was completely different I think previous to that. It was just reading a book and answering questions and things like that....

c. I'm really not in a position to say because I don't know which teachers they will have next year and just how those teachers approach social studies. To my knowledge, what I've observed or seen, very little is done in social studies. It seems like most of the concentration is on reading and math and social studies has kind of fallen by the wayside.

d. ...I don't think there's the involvement and the doing, that they had. I know the kids I had last year---this year their approach was completely different. The 5th graders I had last year who went into 6th grade...tried to do the same thing in a little different manner that I had done with them last year, but it wasn't as effective.

7a. I can't say for 4th grade, but I would say 5th grade...there's a lot of similarity because the 5th grade teachers that we talked to do a lot of things...just

Figure V-8 Continued

MACOS	NON-MACOS
year we've had a great deal of discussion; we've had a great deal of resources, that sort of thing. What we have done differently is by using the MACOS material. I think that we have been talking more specifically about one thing for a longer period of time, ... You take the herring gull, you usually discuss it 3 or 4 weeks; you have a central topic that you're discussing, while you may be doing a lot of different things with it; you have one central topic and I'm not so sure we've done that in the past. ...In the past it might be something like, we're going to be talking today about, or the next 2 weeks about how do we handle ourselves in a crisis situation...when we're angry and we're unhappy--how do we handle ourselves so that we come out of it feeling good and people around us feel good. Where now, we might be discussing herring gulls and we might be able to bring that in when we see the herring gulls fight you know and how the herring gulls solve their problems. /We/ then relate it to human beings ...where before we might take just one objective and discuss it and move on to another objective, now we take the herring gull and bring in all the objectives.... I think we've changed the approach around a little bit.... Now, instead of teaching one concept every--like one concept about how to get along when you're angry, now we're bringing in all kinds of behavior concepts into this one thing--herring gulls, and so it's changed a little bit there....	the things that are going on.... A lot of this goes on in the other classes too. b. ...I just don't know. I haven't really looked into what the 5th and 4th grade were doing except they're completely different areas like 4th grade is Pacific Northwest and 5th grade is American and we're in more or less the world. c. I think so. If I understand correctly, I think they're going to be going into South America and some of the European countries again next year and I suppose they do a lot of reports like we do. So I feel...from what I'm hearing over there that they feel also that if you can get in and study the country and report for them you can learn a lot more about it then if someone's standing up there telling you about it. d. I am sure there are but I couldn't put my finger on them because I've never talked to any of the Social Studies teachers over there. (The kids go to a different school). 8a. I really couldn't tell you. I don't really know how they teach it. b. No, I think they teach it very similarly in that...we

Figure V-8 Continued

MACOS

c. -For those who stay here next year, we did not get through all the materials in the MACOS because of the fact that we've got so many other things coming in our Social Studies program that we didn't get through.... Next year really, we plan starting with Eskimos and in studying Eskimos next year...We're not going to go through herring gull, salmon and baboons, so this is going to be somewhat different that way. Again, it will give the kids a new approach.

d. ...Next year they go into a very, very regimented Social Studies...Social Studies in regions of the world and...how many major rivers are there in Africa, and do you know the capital of this country in Africa, and all that kind of thing, which is primarily read-memorize-test...approach. Now there are some research skills involved which our kids will have a blend from this year to next year, but there's very, very little, if any, discussion about how to get along with people and a good self concept...in their Social Studies class....

4a. ...This was my first full time year, so as far as the last two years, I don't know. They alternate. Now, this year...they've had Canada and Mexico and the Western Hemisphere....next year, they will have United States history, (our state's) history...and they alternate these years. We won't have MACOS for two years....

NON-MACOS

...do...units and take turns writing units, so I think basically the way we teach it is about the same but...what they cover, I'm not real sure.

c. The areas that we study will be different, but we will teach it the same way.... They don't make us stick to a curriculum, but...in the 5th and 6th grade year, the kids will learn about the United States. They'll learn about (our state)...and they'll learn about South America.... You can spend as much or as little time on it as you want ...if South America doesn't happen to be your thing, you could spend a week on it and then go on to what you would like to do and I think they do basically the same thing for the junior high and in that respect, things are not overlapped. They basically get a little bit of everything, how much, to what extent is kind of left up to the teacher.

d. ...I don't know. I don't have any idea how they teach it or really what they teach.

9a. No, I really don't think so. This is one of the ...big criticisms I have against our Social Studies program here in the ____________ school district--the fact that there doesn't seem to be any great continuity from one grade level to the next and or from one school to another at each grade level.

Figure V-8 Continued

MACOS

b. Data not available.

c. Data not available.

d. I don't know. They... move on that old scale,... start off in kindergarten with family... and neighborhood and work up. I imagine next year, they'll have more geography and eastern hemisphere and so forth, which we don't have....

5a. I get the impression from listening to my 4th and 5th grade teachers that their social studies too is really concentrating on attitudes and behaviors and causes and effects. Taba teaching strategies are involved in one of them, some of the basic question and answer system, several of our teachers are involved in. I know they're using this so probably factual data would be at a minimum and probably attitudes and feelings and behavioral changes are considered, discussed and worked on probably with them very strongly as I am in mine and that would be different from some years ago when there was quite a lot of business on the recall and the data and this kind of thing, but yes, the same type of concerns about attitudes, behavior interrelationships among living groups, how you go about affecting changes, problem solving, all that kind of thing is also very common in 4th and 5th grade.

NON-MACOS

b. ....I think probably in the 5th grade, they don't spend that much time discussing values...they study more ancient civilizations and possibiy this would be a big difference.

10a. Yes, the same text authors....I am assuming looking through the books they're presented, the content is presented ...the format is the same.... Other than the book, I really don't know.

b. ...this is the first year that they've ever had social studies daily.

c. ....No, the book itself, new authors and 7th grade I'm sure is strictly American history.

d. Data not available.

Figure V-8 Continued

MACOS

b. I think probably the most significant change would be the numbers of films that I've used in addition to those which are proposed within the regular program....We've used these films, then, to reinforce the concept of individuals in a group interrelating, how they communicate, how they defend, how they feed, how they reproduce, what was similar and dissimilar as far as the salmon, or the herring gulls or baboons or people. That would probably be the biggest change that would be involved. I probably tried this year to have the kids be involved in more role playing games than I did last year. They have to do the pretending, that they are a little salmon or they're salmon trying to go back over the falls....I've done more of this probably than I have before. Also, when we've run into things...where the kids are interracting with a behavior that's not acceptable, we're probably doing more questioning, well, what do you think (Eskimo name) would do in that kind of a situation and just take them out of the setting that they're in and try to put them into a completely different setting....

c. To the best of my knowledge, no, other than probably basic behavioral objectives of social studies are going to show up in junior high courses just as well as they would now, but so far as I know there is no attempt to expand on the base that's been set up in this program as far as next year is concerned in 7th grade.

d. I'm sure there will be....I believe the whole course is oriented into studying nations and they'll hit topography

NON-MACOS

11a. I don't think there's any particular similarities. Just what they teach in the 4th grade, I'm not sure. ....I do know that we have United States and Central America. I know that the old world takes in Europe, and Asia and Africa and Australia.

b. ....I think up through the 4th grade they are more community centered than they are outreaching centered. I think this is the first place that we get into the United States; otherwise, I think it's community and maybe country. I don't think anywhere in our curriculum... do we have any concentration on (our state). I planned the last part of the year to maybe two weeks just with (our state), because I don't think...they'll get it, if they don't next year. They go into the old world and they're over when they get there, unless they teach basic courses in high school and college.

c. Data not available.

d. Data not available.

Figure V-8 Continued

MACOS

and geography and archaeology... history of some of the nations, where they are currently on the world scene--it's much more of a world studies sort of thing than attitude, behavior, thinking skills type... that we're doing here.

6a. Yes, I think MACOS is covering the same basic things. It touches on map skills. It touches on cultures, different cultures. Probably the widest area would be in the beginning units of MACOS when they talk about the salmon, the herring gull and so on.

b. -Even though Social Studies in 4th and 5th grades does cover somewhat learned behavior and ape behavior and so on, it doesn't really emphasize those points; it's like a two-week unit in 4th grade and 5th grade and that is the extent of it. It goes into more of cultures, different cultures, Indian culture, American culture, Chinese culture.... This would be in 4th and 5th grades and so the Eskimo would be related there, but then again in 4th grade, they cover the United States, more of mapwork, regions, geography as such with a little history so the emphasis is not directly related to MACOS. It's more of a subtle type of thing. Differences between the course would be the heavy emphasis in the area of science and Social Studies... different forms of behavior and the interaction of the animal with the environment; in 4th and 5th grade Social Studies, they really don't cover the environment as such. It's more history, geography oriented.

NON-MACOS

12a. There are always similarities, but there are more differences in this particular case.... It's similar /in/ that they both require reading but they differ in that the reading materials were made easier.

b. ...Our old social studies books /tried/ a little bit to make sure that a 4th grader or 5th grader could read it, but they didn't worry a great deal bout it, whereas this particular one, you can tell that it was written so that the child even if he couldn't read up to 5th grade level could get something out of it, either through the reading or through the pictures.... The real difference is this one is done /by/ inquiry method where they have to come to their own conclusions and discuss it /I do/ not tell them that Columbus discovered America and that's it kids. It's who could have... possibly, according to the evidence /discovered/ America.

c. Yes, quite a bit.... This year, they were studying American history and inquiring into American history. Next year they'll still be using the inquiry data bank system, only they'll be inquiring into technology.

13a. Data not available.

b. ...we had the pilgrims who met the Indians which is a new kit this year... they didn't have it before. Man: A Course of Study is also new this year... so they wouldn't have had that experience...

Figure V-8 Continued

MACOS

c. Since I'm not familiar with the social studies program that they're going to have next year, I really can't comment on it. All I know is that it's history oriented, very structured, textbook type approach.

d. It's basis is in history so it gets away from cultures... growth, gets away from behaviors and deals basically with growth of western man so there'd be a big difference.

7. Data not available.

8. Data not available.

9. Data not available.

10a. ...the similarities would be in that they also studied cultures....We're studying the Netsilik culture and they studied...the Indians and Mexican cultures....

b. ....In the previous years...it's been more just finding out what the people are like and this kind of focuses on ...how all people are alike; it's a theme....I mean not all people are alike, but how we are similar and I guess the general theme is much more impressed in the unit that we've had this year than maybe it has been in the past.

NON-MACOS

c. I have no idea. I don't know. They're having world history next year....We had gone really extensively into map and globe skills, and the newspaper and some of those areas where...next year they can extend upon it, but the way the school's set up, there's no way except from the resident feedback onto what we had covered and the extent that we covered it....

14. Data not available.

15. Data not available.

16a. Yes, I think basically,since it's a textbook approach... and also I think it's primarily what I would call a teacher oriented...course. I mean we actually know the goals that we're headed for more say than the children making up their own program....

b. I hope that it's involved more discussion....I think perhaps it has been a little more of a team approach.... I've tried to get these children to work more in teams and toward behavior programs, but I really don't know if there have been that many differences. I haven't discussed it with the previous teachers.

c. I think basically in the 6th grade most of the teachers use a textbook approach, but it's a different subject entirely

Figure V-8 Continued

MACOS

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Figure V-8 Continued

MACOS

c. ....What they're having next year is...working into the Bicentennial and the career education so hopefully the things that we've talked about would be stressed all along but not formally as a Social Studies unit....It will be more relating to historical things that are happening in our...state and in our country and things that are more directly related to, like career education with them right in the present time so it won't be studying another culture as such.

d. ...what we're using this year and the materials have been already made up for us...as far as the Social Studies unit. Next year, it's mostly teacher planned activities and stuff like this....They haven't had as much map work this year. They'll probably have more mapwork and...they'll have more a historical emphasis next year....Next year, we'll be talking about...their own future as far as ...what they're going to do and what they're going to be, where this year we haven't done that....

11. Data not available.

12a. Yes, we try to maintain as much as we can the continuity...the vertical integration kind of thing between grade level and so we spend quite a bit of time talking either formally or informally with the grade levels below us and all content subjects, but Social Science as well, so that we don't

NON-MACOS

but probably the program will be similar.

d. The program will not be the same subject matter.

17a. ....Last year was my first year here, so I can't tell you what they did two years ago, but I know last year....they were relying on a textbook too....She had her discussions and little group things....So it was probably similar to what I was doing.

b. More or less I think their Social Studies is /different/...mine is U.S. History, theirs is working on farming regions, desert regions, different types of areas.... So I really don't think there's a correlation because mine is strictly Magellan...and Indians and now we're on the...Revolutionary War...French and Indian War; so they never had any history type like that. It's more or less geography type Social Studies, so they go into other countries, South America and Asia.

c. ....As far as content, it's not going to be the same.... I'm teaching U.S. History and he's teaching world history. I really don't think, - I don't know if I could answer that.

Figure V-8 Continued

MACOS

duplicate efforts, so that we don't duplicate materials or things of this nature and examine the program.... I think there are many similarities. I think each of the units tries to bring into the classroom and into the realization of the student that he is part of the Social Studies program; that he is the Social Studies program and that his operation as a citizen in the classroom, learning about man and where he is in society, is the program.

b. Yes, I've been thinking about this.... I know the 4th grade has done a real good job... on (our state's) history this year and I know they've made some very significant field-trips throughout (our state) to see firsthand (our state's) history.... The same thing is pretty much true in the 5th grade where they... do American government... and they actually visit the statehouse and the legislature in session and all these kinds of things....

c. There I would have to refer to the social science committee that works closely with the junior high. They integrate the program and usually periodically during the year we have some kind of a meeting as a group with "a social studies committee that feeds back to us." Just how we are fitting in with junior high and high school programs, I don't recall.... Now, there may be a weakness;.... We feel we have a lot of continuity in the building here and we feel that we have that continuity with the junior high... but that's subjective rather than objective at this particular point.

NON-MACOS

d. .... I think it would be a little less structured.... and more tending toward lecture, so that's the difference.

18a. Yes, in a way. In 5th grade I think they studied some ancient civilizations and this year they /studied/ the Spartan and the... Greek city states are discussed a little bit. Athens and Sparta are compared for their types of government... their social organizations, so it tied back a little to what they had in 5th grade.

b. .... This group of students that we have in 6th grade this year is the group that missed out on American history entirely because for the past couple of years, they've changed the Social Studies emphasis in the schools and they moved it. It used to be they'd get American history in 5th grade and now I think they get it in 4th grade and these kids missed it in the school.... The things that they did in the 4th grade were like (our state) history.... It wasn't from a textbook and last year they had a series of, I think it was a new program; I'm not sure. They studied... about ancient civilizations and I'm not really sure exactly all the things they studied in 5th grade, but they have a series of four different regions they study.... In 4th grade, it was mainly the teachers that /decided/ all the course work and last year it was mainly done by the textbooks they had. This year we just have a single sort of a... base.... When they're in the fourth grade the audio-visual materials just surround them, but... I really don't

Figure V-8 Continued

MACOS

13a. I really couldn't answer that one because I wasn't here and I really don't know what they had for Social Studies in the previous two years....I don't know even if they had one.

b. Data not available.

c. ....The class I have right now...are just going to pick up from where I leave off this year, and they're going to continue it next year and the other room that has the other Social Studies, when they're finished with it, they're going to start the Man: A Course of Study from the beginning and work to the end and...the other teacher is going to take the Social Studies course that they have on Indians and they are going to teach that, but I don't see any kind of connection between Man: A Course of Study and the one on the Indians ....I think it's two entirely different things.

d. I really haven't seen the course on the Indians, but from what I've heard, all they talk about is just Indians.... It's just how the Indians lived and they really don't go into any detail from what I've ...seen or heard...into their culture....I couldn't really ...come out and say...what the unit's like or what the course is like because I really don't know much about it....I don't know what the methods are. I think they would probably be a little bit different from what they are in Man: A Course of Study. I think it would be more teacher directed lessons in this unit that they're teaching on the Indians whereas...I try to keep it

NON-MACOS

/know/. I really haven't studied the 5th grade curriculum enough to know what it's really like so I couldn't really tell you.

c. Not that I know of. Next year, I know they have to take a geography class in 7th grade, but from what I've heard, there again, I haven't seen it. I've heard it's a lot of map studies and map skills and things like that but I don't know....

d. No.

19a. The format's the same, the same general idea, but the subject matter is different....The book is the same. I just choose different areas.

b. The only thing that's different is the time factor. I'm short /of/ time considerably on areas that I used to have longer periods of time and now they cut it down, they're rather short.

c. Data not available.

d. ....They don't repeat the same subjects except maybe...in eighth grade; they repeat United States history but it'll be different. There will be more information and they repeat

Figure V-8 Continued

MACOS

more or less.../the/ student / teaches/ himself and I... give a helping hand, but I think in the other one it's more ...teacher directed. I'm not really sure because I have never got a chance to get in and sit in on each class....

14a. We don't know because our kids come in, and we don't have any record of it. All our kids are new to the district.

b. Data not available.

c. I don't know /because they're going to all different schools when they leave/.

d. Data not available.

15. Data not available.

16a. I think you'd have to say that each year in 3rd, 4th and 5th and 6th /grades/ we start out with the study of map and globes. I believe that's still true throughout the intermediate and 3rd grade so that would be something that is similar....Well, I think we all try to cooperate to research outlining, note taking....

NON-MACOS

it again in 9th and 10th grade; 10th grade they repeat another area of history and it sort of builds....Next year theirs is world; it deals with world. They go into the world aspect which is somewhat the way this book is set up already, but they take a worldwide look at things in 7th grade.

Figure V-3 Continued

MACOS	NON-MACOS
b. I think we put more stress on research, more stress on outlining in the 6th grade than they do. . . at the other levels. We go into more detail and expect more of them and perhaps are more strict on the note taking and also the writing, stressing grammar, pronunciation, etc.	
c. Every year the 7th grade changes on what they're doing, however, they have to do a very long extended paper, longer than what they've done here so we try to get them ready to do that and. . . the junior high social studies teachers have asked us to stress outlining, note taking, etc. They do a very long report next year, so I'd say that would be one thing I know that is similar coming up for the students.	
d. Next year, I believe, they get to choose the certain areas that they want to study. I don't know if it's throughout the whole year or just the last part of the year. They offer things like archaeology, anthropology, environment or nature study, water study and I think they can pick the areas that they're particularly interested in to study, whereas here they don't actually pick, although we do switch around classes and things like that, they all have the same curriculum.	

Figure V-8 Continued

MACOS	NON-MACOS
17. Data not available.	
18a. No, they're different, completely different.	
b. Data not available.	
c. Well, they will be going back to the series again, concepts and values....	
19. Data not available.	

Figure V-9a

From what you can tell, has the Social Studies program had any influence or effect on the lives or activities of your students outside school? (If yes: Please Describe.)

MACOS	NON-MACOS
1. Yes, and I'm thinking of a parent, a mother who told me--we don't really know what goes on after they leave us. I mean...they'd tell us,...we made the bird feeders and they come in and they'll tell us that they hung up their bird feeders, then you feel that you have had some influence outside, but really what television shows they watch, I don't think we really know whether their attitudes have changed or not. As far as their television is concerned, when we were studying the animals, especially, I'm sure they didn't miss many animal programs. One of the parents told me at a PTA meeting--we were studying baboons in Man: A Course of Study- and she was amazed that there was so much to know about baboons and all during the time...this young man...would go home and he'd tell his family the whole lesson for the day, so that family I'm sure was influenced by Man: A Course of Study... My class gets along well with one another and I think that's probably a clue and we have all kinds of children. It's a heterogeneous class and I have no discipline problems in the room which is amazing.. ..They do try to help one another and if that's a clue then I would say that they've learned to understand and live with one another a little better.	1. Yes....We have some of the public service television...putting...weekly bicentennial things which are really United States history and they have become very very interested and they remind me when these programs are coming up....I had a bulletin board completely filled with the bicentennial diary which appears in the...press daily and this is maybe five or maybe ten different cities, and on this particular date these things happened and the sequence is what they have needed and they are interested in it; they bring them in. we never miss one. And this is current events, also...we're talking /about/ what was in the paper last night, so we talk about what happened yesterday and what happened today and...the Viet Nam bit and...the ship with Cambodia; everyday these articles from the paper do come in. So I feel that I have created an interest....They get along better with others for some reason or other. I've emphasized...that it took cooperation and that we have to understand whether we agree or not, we must understand. I definitely feel that and see /it/ in the outside when parents call you and say, "hey, this kid is different"....

Figure V-9a Continued

MACOS	NON-MACOS
2. Since we have a video tape system, I tape a lot of programs off of TV such as Jacques Cousteau, National Geographic, World Survival, and so forth and all these programs are fed in and actually when we study the baboons, we're studying not only the baboons, but we're studying life on the African savannah, giraffe, elephant, everything through the use of these different programs; so they have, I think, a deeper appreciation and understanding for the environment in which the animals live, their own environment and a sensitivity towards other live, whereas they might go out hunting...and hunt for the sport, but they also realize that an overkill of any size could do harm not only to the environment, but destroy the bird population as well, if they're hunting pheasant or something like that. We also have an environmental center outside so that tends to aid us in our studies of animal behavior. We study quail, pheasant, ducks, so on and so forth, and these things bring not only MACOS but their world around them... into the classroom, so I guess that's the main effect.... Their attitudes towards other people ...they're more tolerant. Sixth grade is a very difficult year as far as student maturity goes. There are all types of physical and emotional changes and being able to control them and tolerate other people for what they are and what they do with a deeper understanding has been brought about by the program.	2. ...Yes, in their TV viewing habits. There were just a few things I asked them to watch on TV. This was an election year and I put a lot of emphasis on the different parties and candidates and listening to what they had to say and in fact we carried it out in our own class when we elected our president and vice president, secretary and treasurer. They had to make speeches, they had to make promises and I tried to tie the two together and it was very effective because they would come back and tell me what they saw on TV... about the different candidates...so they were really taking an active interest on their own; this really motivated them. Their reading interests, they bring me the books and show me, "oh these are tall tales, these are folk tales, this is some mythology".... Greek and Roman mythology...definitely interested /them/. They carried it over; they transferred their interest and knowledge and study that we were doing into their outside reading and their outside observance of TV and the newspaper and what was said at home and it was very rewarding and they did have to talk to their parents, because when we talked about the different cultures that they had...brought over to this country, different ethnic groups.... They had to get their parents and their grandparents involved. ....It definitely influenced their lives and activities, because I think these children are much more aware... of the world around them of which they are a part and I think they're more aware of their responsibilities to this world and the active role that they must accept and
3. Data not available.	

Figure V-9a Continued

MACOS

4. ....I can't say that it has. Now, with individual students I would say it has made some impact but the only way I know of that is because they will come up and relate to me what they learned in Social Studies and tell me how they did relate it somewhere else. As for them getting along in school better, as for them having different attitudes toward each other, and TV...I can't really say....

5. Yes, I think on the part of any number of students, I've seen more interest in TV programs about countries we have studied things that are going on in the world at this time, movies and a real boost in their reading habits. I think of the non-fiction type of reading and I think we've seen that in the library...on non-fiction type of works, not just necessarily just for the reports or whatever it is they have to do, but because of some stimulated interest in the field of Social Studies....Not all of them, but a good many of them really love to do research and really love to make notebooks and the graphs and all these kinds of things. They seem to really enjoy doing that.

6. ...I think...maybe they would have watched a lot of these TV things anyhow, but anything that's come on TV this year that's been oriented toward--all those animal specials they've done ....The kids are all tuned into those things; They may be anyhow because kids love animals...but being we've seen animal films and we've talked a lot about animal adaptation,... all the animal things that we've done I think have been an outgrowth

NON-MACOS

play in the world of people and things and environment, and they are more aware of pollution; they are more aware of the problems that we face....

3. Well, I doubt whether Social Studies possibly has influenced them as much probably as our work in science concerning environmental effects which I think is Social Studies in a sense, but if we're talking just directly about our book, I I doubt it very much....As far as some of the things I'd like to see achieved in Social Studies as far as values are concerned....I'm just thinking because we've had so much vandalism recently...for instance, when they paint a door, there's always a few handprints and lack of respect for public property or going down and playing in the classroom and maybe tearing up plants and this type of vandalism. As yet, they really haven't achieved this respect for public property and we are trying to get them ...to really appreciate...all the labors and how long it takes for plants and trees to grow.

4. Data not available.

5. If we knew that, we could measure it everday and then we could get the success. I don't know. That's an unanswerable question as far as I'm concerned. I can always say I hope it would.

Figure V-9a Continued

MACOS	NON-MACOS
of... our studying with Man: A Course of Study and talking about life cycles and animals and so forth.... Attitudes toward others.... I think maybe the social studies program has helped in that, but I also do an awful lot of value stuff through literature, so it would be hard to tell whether it's an outgrowth of the social studies or literature, probably both.... Reading interests,... minimal probably.... We do a lot of project work. The projects have been influenced probably by MACOS because the environment boards and a lot of those games we've tried to pattern after that.... We've been trying to make some American history games to kind of stimulate American history and I think we picked that up... from those games that are in MACOS.	6. Yes, I think that there have been some changes in attitudes. I really believe they are [aware] of... current events, such as Vietnam,... now and other past current events. I think if they watch the news more; they come back and tell me about it anyway and they discuss these things, I think more with their parents. I think they're more aware of different countries in the world in the news and I see those kinds of changes having taken place.
7. Yes, I think they're more aware of what goes on in life. I think it's readiness. You observe more and you see more everytime you look at something... something that you never thought was there before, and I think these kids growing up, being exposed to the different situations, looking at television in this particular type of thing... you can see some growth with them.	7. I think when we were studying about different cultures the students did a lot of talking with their parents about that, and I think maybe it's made them start to look at different aspects of people's cultures... what goes into a culture, but, really I don't think it's changed them very much at all.
8. I think it's gotten some interested in reading the newspaper and listening to current events and they are more aware of problems that are going on in the world and discuss what things perhaps could be done about them, the pros and cons of situations....	8. ...I hope it's made some differences in their attitudes. I've particularly worked on that. I think they get along a little better than they did; this has been one of my aims, because this group has always... had difficulty with peer relationships. They argued quite a lot... however, now they will analyze their feelings.... They still have them, but at least they talk about them a little better.... The attitude toward other children in other countries I think has improved somewhat, like the Vietnamese and... we've had some children come in here from ______ and of course we have a lot of ________ children and a few

Figure V-9a Continued

MACOS	NON-MACOS
	Blacks and we've discussed minority groups and that doesn't seem to bother them....
9. The only two things...I can pick out would be the reading interests and their T.V. viewing habits. Most of them ...like to watch films on animals... They'll watch Jacques Costeau whenever he's on and they keep pretty close check on... just what programs concerning animals are going to be on. ...They really enjoy watching films that I get here on animals and those are about the only two things that I can really see where there's any influence on them. ...I can't see where the course has really charged their attitudes towards each other...I haven't seen any marked difference between the beginning of the year and towards right now. I couldn't say the course did this or didn't do it....	9. When we were talking about the Indians--there have been a couple programs recently on Nez-Pierce and they tell me, "Oh, we watched this program and my mother took me to the library and took books out on this". So, that kind of feedback, yes. The other things, not so much; the Indians which we've been...dealing with recently...seem to get a lot of stimulation from them. They're really interested about that, but the other programs, I really can't say.
10. No, I haven't. I haven't noticed any influence or effect and there should be some; I'm sure there should be some; but I haven't noticed it. ...During the course of MACOS,... the kids would read articles in National Geographic on baboons and things like that and bring it to my attention, but since it's been over I haven't had anything like that. There were just too many kids in the class and too little materials and we just couldn't get to them like it was taught to us....	10. Yes, I think maybe different reading interests and so forth. I know the students will check out a library book related to the subjects that we're studying. They'll come and show me the things. Other than that, --their home life, I don't have any way of really knowing how it's affecting them there. Reading habits, I like to think maybe there's some...carryover here, but other than that, I wouldn't be able to have much way of knowing what the effect would be outside the classroom...
11. Data not available.	11. In the beginning,...because we covered anthropology and the study of people and their differences, there was some noticed change. That's sort of slid by the wayside.... It's hard to tell because you...don't deal with their home life so much. Most kids do have keen interests in reading, but I dont' know whether it's related to my reading program or the fact that they think they're learning something in
12. ...It's very difficult for what we do here at school to have that much bearing on their entire life. ...our building hasn't been here long enough, or our Social Studies approach to	

Figure V-9a Continued

MACOS

know, but maybe sometimes these kinds... when they start leaving... their homes, they're going to start... saying, "Hey, what I had at home is a lot different maybe than some of the things that I've noticed in other people" and they will have noticed that because of what we've done here and then they'll say that's not the way I want to have it when I get older but that's something that we don't know about That's in the future. We have found, we have had some successes here when we've had kids who have... not been very warm toward other people and have had a poor self concept who leave here just fantastic, but unfortunately we don't think this is many. ....

13. I would honestly have to say no. I just can't say that there's any noticeable kind of a change in behavior... I just do know that almost all the children in the room are very interested in watching the live animal films and they really bubble over with comments when they come back and when they're watching and they come back and tell me. Included in their comments will be things that they relate to--the salmon or the herring gull or the other films that we have seen, so in that sense there would be a very direct carryover, but to what extent it might be as far as their behaviors, good or not so good, I can't honestly say.

NON-MACOS

reading. They have a keen interest in doing a lot of reading, outside reading, many of them do.

12. Not what I'd want it to have.... I haven't visited their homes or anything so I don't know what they do at home but I haven't seen any evidence of it yet. Any change that has been made like this has been made through an attempt at some working on social behavior and so forth....

13. Not really. I don't think so.

14. That's kind of hard to tell. I think everything that they learn has an influence somewhere... but as for an example, I can't really come up with one offhand,... just... the usual things that you expect, [when] they learn, for instance, about the people of ____________, then they want to go back and... tell their folks and they want to take them... and they're very much interested. Once they were at the capitol, they felt that they were authorities on it.... I think probably the biggest changes I've seen is after we've taken them on a field trip and... they feel like they're an authority on what we've seen and... they want to share it with others.

Figure V-9a Continued

MACOS

14. Data not available.

15. Data not available.

16. The only way...I think, just off hand /is/ if he sees a special on baboons or stuff--that was what the kids were most excited about--...they might come back and /say/ something to the effect of...how it was like what they studied or different or whatever.

17. Data not available.

18. Data not available.

19. I doubt if it's there.... I'm not sure that it's altogether changed them,..., as far as their discussion...the only thing I can know is their feedback in the classroom and there are certain things that I can see where attitudes changed ...from what they were at the beginning, especially when you start talking...getting into the area of prejudices and these kinds of things where you notice some change and how they talk, but as far as outside the classroom, I don't see that enough.

NON-MACOS

15. Yes, quite a few times when there have been specials on T. V..... One time we were studying Indians...and some of the kids noticed there was a special on television about Indians and they came running in and, "Oh, Thursday there's this television that we all have to watch it. ...there are a couple of other times that they did that and I think some of them have changed in attitudes...even if it's just...social attitudes of people, different people.... We've talked about that in class and then I could see just them outside of the class... where..they've changed somewhat....they realize now, how everybody just doesn't live the way they do and they have to realize that...there's nothing wrong /with/ the way they're living and...it depends on the environment they're in and...their social background and they're brought up differently, their home life and all that and this all works together to form a different person and they can't say that anybody's right or wrong;.... I think they realize that more and more from talking about it... It was the unit on Indians and we were ...trying to pinpoint where the different tribes lived...and some children in the room ...never realized exactly where they lived. They realized they were in ______________ and that's near ____________... but to go out beyond that even... They couldn't show me ....where the United States was...so...widening their scope that way, to put themself into and see where they are a part of the United State, /that/ the United States is part of North America...and North America's a continent of the world.....

Figure V-9a Continued

MACOS	NON-MACOS
	16. Data not available
	17. Nothing that I know of.
	18. I think so... They just handed reports in on Africa and there were only a couple /of/ students that weren't really excited about what they were doing and at the beginning of the year, they didn't know whether they really wanted to do this, so what if we learn about somebody else, how does it affect us and when we got into finding out really how much the rest of the world does affect us and how other people think and live and their customs, then they started getting more excited about it and their reports are...60% better... I've noticed that several of them are reading more books on Blacks,...different culture type things; whether that came from /Social Studies/ or not, I don't know.... We've become a lot more cohensive in talking about things, problems...like a difference of opinion or a scrap amongst these people; we can sit down as a room and listen to each other even though we're really mad and talk about it without... jumping out of your seat and going at each other.
	19. ...I think we've discussed before a big thing of mine was accepting other values other than their own, and I've gotten...a little feedback on that, but not nearly what you'd hope.

Figure V-9b

From what you can tell has there been any reaction or comments about your Social Studies program from members of the community or parents?

MACOS

1. Yes, many of the parents at conference time have made the comment that they feel the research type things that we've been doing particularly have evidently really impressed the children cause they're working on this. Of course they have to do most of the work outside of the classroom and in the way of a homework type of assignment and so they have ...noticed more homework this year.... Most parents... seem pleased with this and they've been astonished at the amount of knowledge the kids have about current affairs as well as the things that we've been studying.

2. Data not available.

3. Yes, there's been some discussion about [it], not within our own parents; our own parents, ...we've had very good rapport and very favorable [comments]. There's been some talk in the community with other people that have taught the program that I don't think have understood altogether what the main ideas of a lesson have been. They've taken one small part of it...and made something out of it that wasn't supposed to be or wasn't meant to be.... For instance, ...in one of the units in Man: A Course of Study they mention, the guy in the reading tells...there was only one instance of cruelty that he ever observed and that was when...the head of the family took the grandmother during the time of a blizzard and left her on the ice. In the materials they explain that one of the reasons for this

NON-MACOS

1. There's been reaction, but mainly this reaction was stimulated because we had a PTA meeting one night where we exposed them to it. The reaction was favorable but then again that's predictable. You wouldn't expose them to something and give a negative [impression].

2. I haven't heard a thing.

3. No.

4. No, I haven't heard of any. I'm not aware of any.

5. Data not available.

6. Yes, very much so... Their parents are involved and they just think it's wonderful. ...I've had many comments when...the parents came in to observe and we were doing map study with the overhead projection; they said they wished they had had a teacher like me when they were going to school and that they had never seen children so involved and so interested in what was being taught.

7. The only reaction I've had over the years--sometimes it comes from parents--is that it's very tough, because it has responsibilities close to it.

Figure V-9b Continued

MACOS

was because in waiting for her,....she was endangering his own family's lives because they would have to wait and they would be sitting in the blizzard and so instead of waiting he left her there and he went into a place of safety where he could get his family shelter. They took this one instance and made it out as if we were teaching that this was all right. If they had understood ..the whole thing, they would have said that...part of what they're trying to show in this is that you try and understand these people and not judge them...so that was...one instance and it came out in the papers and everything else...

4. I haven't heard much this year. The first year we did it,...., a lot of the parents were really excited about it. This year, frankly, I haven't had any feedback from it. I really haven't

5. No

6. No, there really hasn't been any comments or reaction from the community. From what I hear though-in the papers-there's been some reactions from Congress about it.... I don't know how many people picked that up in the papers or even know...to some extent what Social Studies Program we're using in school, but...no local reaction.

NON-MACOS

8. No, not about what I was doing, but...when the MACOS testing was starting, the parents started wondering, our children don't even learn the stuff, how could they be tested on it and they kept questioning me on it and I was just saying, well they're a control group and they just want to see if they're learning about as much and getting the same sort of concepts...... Some of them just got really upset and they couldn't understand why we were even involved... I wasn't teaching it, so that's the main point this year. I've had a lot of...feedback from parents, just them hesitating about me getting involved in this MACOS....

9. They're very happy. They feel that their children have learned to organize, to do a better job of reading sequential things and even in what we're planning to do now. I mean families are planning a vacation /and/ children are participating in a plan which they had not done before, but they're expressing desires.

10. No, they don't know about it.

11. No, not from what I've heard.

12. No.

Figure V-9b Continued

MACOS

7. Data not available.

8. Data not available.

9. .... Somebody may make a comment; a parent at a conference just last time made a comment about her daughter. She's very unhappy that in the academic subjects.... her daughter was not progressing and she thought that this was a wasted year.... The mother then said, "Well, in here /Social Studies/ it's all right," because she said, ________ doesn't like to read and she is not a math student but the projects are so good because she gets very excited about it. She'll even do research for a project and the mother felt that this was worthwhile. Well, my projects are with Man: A Course of Study... and this is the type of young lady that the traditional, academic reading and writing and arithmetic, she's not crazy about, but she does like to do these projects....

10. Parents are real enthusiastic. They have many comments from the children when they go home and they've done something especially fun or they've seen an especially good movie and then I'll get a phone call at night and "When are you going to show the picture again? We want to watch Solo try to survive among those dogs" or something or the last one that we had when they were butchering the seal and drinking the

NON-MACOS

13. They seem to like it and they've seen the books and they've seen what we've been doing and they've heard about some of the things we've done and they seem to think it is a good program.

14. Not that I know of. I've never heard any criticism one way or the other as far as our program is concerned. From what I understand, quite frequently there's criticism of Man: A Course of Study.

15. I've had no reaction that I know of....

16. Data not available.

17. I know we've had a lot of feedback from parents and that they think that the field trips that we've been taking and that sort of thing has really been good and I see it leaning toward...get the kids out and get them involved rather than try to read out of the book and...as far as people calling everyday and saying "Hey, I like what you're doing in Social Studies." That doesn't happen too often. But generally, I think they...go along with the program and like being able to get down to __________ to see what we're talking about rather than reading about it; they seem to go for that.

Figure V-9b Continued

MACOS

blood, I'll get some fun phone calls from one of the parents on that... and then you know that the kids have talked to their parents about it, and nothing negative, not a single thing as far as any kind of criticims from the course; it's all been very positive, of course, it's of high interest to the kids.

11. They do like to see the students do the research papers. They are impressed with that. We have that said to us over and over again, not just this year, through previous years too. I think that really does get them ready for junior high.

12. I don't see too much with them in that aspect..... Parents here seem to be oriented more toward.... math, just toward the concept of grades more than what should we say, [or] into appreciation of different things. They don't question too much or are concerned.... I can see this now even with the other Social Studies program where there just isn't a lot of time taken with the kids.

13. Data not available.

14. No, there hasn't been. Some parents have commented to me in homeroom discussions that we've had and all the parent conferences that the kids enjoy it and that they've been interested in some of the materials. But as far as the commu-

NON-MACOS

18. None that I've heard of.

19. I haven't had any feeback from either of them.... Only one or two parents said that they had materials on Indians that they would be able to lend us... as far as resources......

Figure V-9b Continued

MACOS	NON-MACOS
nity, non-parents, there's been none as far as I'm aware of and every comment I've heard has been positive. I've heard no negative comments which is unusual, I think, because anything new... deserves some negative comments somewhere along the line. But there hasn't been any that I've heard and I think the kid's enthusiasm has been the thing that's carried over but parents... have been prepped on this kind of a social studies approach earlier. This material, all of a sudden, it is not a brand new approach. It's just a new way of doing some of the same things that we've done and I think because of that the feedback has not been large. ...they know that it's going on and everything's fine so... no news sometimes is good news in that area.	
15. Yes, there was. We had a MACOS night where the parents came in and viewed films' we had the films set up and we had the booklets out and they could ask questions, and we didn't have any... parent, to play down the program..... They were all very positive. ... Their kids had come home and told what things they were doing on MACOS and that they were real stimulated and they were happy with it....	
16. Not this year. I have not heard one word about this year. ... in past years that would have been a different story. When we were starting a new program and we were informing the parents, they would make an extra effort to tell me their comments and this year they haven't at all.....	

Figure V-9b Continued

MACOS	NON-MACOS
17. Data not available.	
18. Data not available.	
19. I haven't had any parents comment on the Social Studies program, but I guess there's been members of the community that have been against...the program because of some of the reasons I said before, but they haven't come up to me and said anything. I've had one school director ask me my opinion on the program, and he just wanted to know what I felt about it, and I told him...that I though it was a very good program... I think there are about five or six people in the whole community that are concerned....	

Figure V-10

Have you dealt with any significant local or national controversial issues in your social studies program this year?
If Yes:

1. Would you please list them?
2. How did you handle them in class? What activities were used?

MACOS	NON-MACOS
1. Not really. I can speak of one particular instance that I've been rather interested in....We talk about Watergate, and we talk about as it pertains to our getting along with our neighbors and neighboring countries; we talk about Viet Nam, all that in connection with the social studies program and the one thing that's been bothering me is somewhat of a distrust on the part of students for government, for politics....It comes from...the newspaper and media and so forth.... There is a ...lack of trust...at this particular point as far as the students are concerned about the basic honor and honesty of our public officials...I think it was just the children brininging it up in class and because it related to something they were saying about maybe Canadian Government. We were talking about how it's the same but yet it is different and ...in the MACOS program somewhere along the line, we came up with the question is man good or is man bad; there's quite a bit of theory at this particular point that man is not necessarily good on a part of the majority of the students..../it's/ come up mostly in discussion and...we are always looking to next year and doing more to help them formulate their opinions based on fact rather than...opinion ....that they read and hear, but let's look at the facts, like when we demonstrate what is good about man and demonstrate factually /what/ he's doing that isn't so good objectively....This kind of came up with this group this year and maybe it's just current events of the time, I don't know.	1. No, not really. It's lined up so that it didn't really touch on those....Well, I guess it did end up with one basically because the whole way (our text) ended was the cities have a problem, the larger cities and our own city will eventually have it with pollution and ecology...and that problem will only be answered by the humans that create the problem, their answer to it. So that's a pretty big problem that we're facing and we're offered no solution because if they had offered a solution...they'll have to figure out the solution.
	2. ...Yes, but that's mainly been the use of things like "News Time"....We did the pardoning of the President, and we've talked about the fall of Vietnam....We've talked about the metric system and how it's going to affect us; we talked about inflation and how it affects everybody..../Issues come up/ from the two little magazines or from somebody bringing in an article.... I encourage them to give their reasons for why they think as they think and I try to stay--to keep my opinion out of it because as every teacher knows, there are kids that would say black was white if they thought that's what the teacher wanted to hear and I'd rather have them think.

Figure V-10 Continued

MACOS

2. Yes, a lot of them....We've talked about Viet Nam; we've talked about...abortions and that's been a national issue.... We've talked about communism and...is communism as big as we think it is....We've talked about hunger in the world and...we've had a food survey here where we're keeping track of the amount of food that we wasted and then we compared it with people who are starving...and how could that be possible....Of course, President Nixon, and his problem, we talked a lot about that, but...if you would have ended it there, talking about President Nixon, that would have been fine, but most of the kids would have gone home saying, "fine, that's Washington and that's that man," but things he did and the things that he got caught up in happen right here...with these kids--lying, making a small mistake and not being able to admit it and lying and making it bigger and not being able to get away with it.... You bring it back, then they start saying, "hey, I've been in a situation similar to that; now, if I were /President/ Nixon...what would I have done?"...maybe I would have done the same thing, or maybe I would have done this and I wouldn't have had as much trouble...it has to be brought back home, here, or to me, it's just kind of something to talk about but it really doesn't have much value....We spend five to ten minutes every morning discussing current events and...I'll say, has anybody read anything in the newspaper, or is there anything on the news or /have you/ heard a rumor that you would like to talk about today? Some will bring some up, sometimes they won't. I'll always have

NON-MACOS

3. I really don't think so, occasionally...what happened in Viet Nam....It's not that I consciously try to incorporate that into the class. It happens and we just talk about it.... We just happen to be talking...it's just like a conversation ....and it could be initiated by the students or myself.

4. We have not in the Social Studies class per se, but as current events, yes, and they do express themselves well and I permit them and no one is right and no one is wrong; you're entitled to your own opinion..../We've dealt with/ Watergate, Viet Nam, MACOS, which of course they're aware of...with so much grumbling some parents do, although I had none in my room that wouldn't have objected to MACOS....We've had much more discussion about /race/. We've had the boy to man and girl to woman bit which is controversial definitely when it comes to sex....Some of them had not been able to accept the fact that this is a health lesson...because some of the other children in the school had told them things....Other children had seen the films before my children did...and the talk became a little vulgar not from my room... but they did come and say, "hey this is going on and how do we handle this?" and I talked and talked and talked but they got into the thing like "hey, this is not sex" ...as we understand now from this film. This is a health lesson and I was very disturbed for a few days about it because I waited for some mother to call say, "hey, she is getting into sex"....The kids bring /the topics/ up themselves...because I've encouraged them to read the paper, listen to news....

Figure V-10 Continued

MACOS

one in the back of my mind that I'd like to ask them about and that's how they're brought out... if they can provide it, and they have questions, then I'll never bring anything up; we'll just go with what they've got....We always start with the discussions....If they've got an interest and they really show that they're enthused then we might go to other methods; then we might do some research on it or we might write a letter to somebody to tell them the way we believe....

3. ....We've talked about transplanting organs,... Vietnam, possibly I can get carried away sometime,... it might be something economic with jobs, maybe possibly comparing it with some other countries, how they might retrain them; what should we do; we've talked about old age...I try to throw out and just try to get a feedback sometimes, like with Eskimos with their elderly or how do we treat the elderly as such, how can we be better prepared for it; we might talk a little bit about social security and income. I might initiate it but I try to get something just to throw out..../I/ try to have feedback from the kids to see what general knowledge they have about it. Then you might give options and look at the different approaches to different things--what could be the problem? I don't think we ever solve anything; it's just more of an open discussion; it could even be population, food shortage, which is very current to these people. Well,

NON-MACOS

5. Yes, Watergate, of course, was preeminent at the beginning of the year. I've done some things in value clarifications which I don't know is necessarily an issue, religious differences, the book burning in West Virginia.... This year, I've pretty well left it to the children /to bring up the issues/ and next year, I don't intend to, but they bring them up usually with some, I call it, bigoted remark...and then we go from there....I'm glad you know, about that and then I try to give...general background to the students that don't know about it and then hopefully present both sides of the issue.

6. No.

7. I have...as they happen, because the kids hear about them; I hear about them and in fact almost every single day we deal with them....Today we just got through talking about...the surrender of Saigon....I think it's about 50-50 /initiation of discussion/ ...because they listen to the radio; they're anxious to be the one that knows that....If we're studying about something and that rings a bell in somebody's head and they want to bring that up we'll talk about it because I'm not that structured and if...we're going some way but that turns someone else on and the rest of the class wants to talk about it, I figure that's about as good a way to go.

Figure V-10 Continued

MACOS

what can we do about it? You have to be careful what is said and you don't want to get into some basic problems because you never know the reaction from the community either.... I might just read the newspaper the night before, but I think, did you read this or pick up something and maybe think it's interesting and bring it in possibly from a magazine...that I read and then just see their reaction to it....

4. ....I always do something as far as religion because when we hit the Netsilik Eskimos, they had a very strange religious life to us; their spiritual beliefs were very strange to us and we do talk about religion then....I treat it as matter of factly as I can and I try to at least mention the Jewish religion and that there are other religions such as Buddhism and things like this that are different from our beliefs but they believe as strongly as we do. I try to treat it as fairly as I can....I stay away from sex. Every so often, I get into /it/ ....There's one of the films that has the mating of the herring gulls and I kind of slide over that because I don't feel qualified to go into it in any depth....

5. No, we have...as a sideline over at Social Studies...current events which we'll spend a half hour two days a week and we read and we discuss in our classroom...but that is above and beyond our regular Social Studies program. It is a Social Studies program, but we...meet every day with our regular Social Studies group for 45 minutes....We use the News Time

NON-MACOS

8. I don't intentionally. We just kind of take it as it comes. We got into Watergate, so we discussed it. We got into ...the Vietnamese children coming over. We got into that and...tried to explain what's going on as much as I can. It's quite...elusive to me also, but I guess I should say I don't ever plan to, but it usually comes up. I usually try to wait until they bring it up....

9. ....We did cover the Soviet Union which dealt with some national aspects and influence of the government....

10. ....We have speakers come in for instance from /the University/ and they have discussed...the poisoning of /certain animals/, or construction of an airport... and...the detrimental effects that would have....I suppose possibly Watergate was discussed...and how these things developed and how respected people...can get themselves or the people of position...into situations like that.... Most of these have been discussions....We have had filmstrips and discussions or I should say slides and discussions. We've had some excellent speakers.../from the University/.

11. ...I don't know....I don't make it a habit to get into controversial issues as such and just present one side of it sometimes....There are things that we have talked about that might be a controversy....When they do come up, I usually try to point out what I know the best I can, both sides of the thing.

Figure V-10 Continued

MACOS

articles and kids bring in articles from that, from the newspaper, so whatever has been headlines...we've discussed... all the current issues.... They were discussing quite a bit about the 60 minutes and they brought an article about the thing in Ireland and they usually saw the 60 minutes program on television so everybody was discussing that and we've read the article.... Everybody has an opinion and everybody just gives their opinion and...sometimes people differ and we just allow each person to give his opinion and express what they want to say; so it's pretty informal.

6. Data not available.

7. Data not available.

8. Data not available.

9. Data not available.

10. Data not available.

11. There was a little bit of Watergate at the beginning of the school year, but that was mostly stimulated by a weekly reader.... They have gone into the energy crisis and things like that.... It was just handled with a discussion weekly reader.... set up the questions and we went from there.

NON-MACOS

12. In our Social Studies program not so much, but I have a reading group that I bring a lot of these--the Vietnam situation and bringing over the orphans, women's lib and equal rights and also on the Indians.... I get some weekly reader type magazines that always has current issues and because of our reading program, I use this to supplement it.... Every week, that's up to date information and some of the controversial issues, but it's also some other materials.... It's usually small group discussions that we have but there are other activities that I bring into their reading to correlate with the program.... They make slogans, signs, go on interviews, interview other adults...take surveys from the class....

13. No....We mention current events and things that are happening, but if it gets into any kind of discussion where I see there is a difference of opinion and that...people really strongly believe something I'll just try to break it off because I know it's going to get back to the parents and I feel that that really isn't my place to set a child's values...or change them....

14. ....We've discussed the abortion issue....Sometimes there will be a natural lead in and I'll say something and ...point out the sides of the controversy...but they'll bring it up sometimes too. We have current events in the morning and sometimes..we'll enlarge on that, expand on that. It might turn up anywhere at any time during the day and that's one reason I had a hard time with some of those

Figure V-10 Continued

MACOS

12. No, I really haven't.

13. Data not available.

14. Yes, we've talked about abortion. We had one big discussion that grew out of life cycles; what is a life cycle and so forth. ...Abortion is the big thing and the kids had really a pretty sophisticated discussion...about whether people have the right to life and where it is and that was a direct outgrowth of a MACOS lesson we did on life cycles. The war, the withdrawal, we had a number of discussions about President Nixon and the ethics of what he did and so forth....[Controversial issues are handled] with greater ease every year, with more openess. We did one on reproduction and sex one day. We got into that too which is controversial and I found that maybe because we've dealt with it in MACOS the last couple of years, and maybe because I feel more and more comfortable every year with kids that we could talk pretty openly about things. For instance, I remember looking at the kids during that reproduction information and...some of the films and everybody was tittering the way they usually do over this whole thing and usually....a typical teacher attitude toward that is on to the next thing....I remember looking at them directly this year and saying why are you laughing?....This is the first year I've ever asked the question...so I feel greater ease in talking with the kids about these kind of things and I feel that I can handle it without getting in hot water with parents too,....You can direct it at their feelings and their attitudes about the thing, rather than just the information.

NON-MACOS

forms....I consider the current events and whatever those...social kind of things as being part of my program and it's not all that formal all the time.

15. Yes, we dealt with the resignation of the President. We talked about that a good bit and a lot of the children were...reflecting the views of their parents, I'm sure because I don't think they understood it that well, but I tried to explain to them what had happened and we discussed how politics, how people are elected to office and how we have a responsibility to know what's happening and for the parents and other people to write and let their Congressman know how they feel about things....I asked them perhaps, do you know what events have happened...or else the children might have been talking about it among themselves and I said "would you like to discuss it?" And we did....Also this national issue of the refugees, this has been the most current topic we've discussed.

16. Data not available.

17. ....No it hasn't been controversial. We've been studying about the Bicentennial....

Figure V-10 Continued

MACOS

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13. Data not available.

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Figure V-10 Continued

MACOS

15. We've talked about forced busing...whether or not we should have gotten involved in Cambodia, pros and cons of that... problems with President Nixon and Watergate....We take time to discuss current events and I ask for the pros and cons. Sometimes I take the devil's advocate roll and pretend that I'm in favor of something so I let them make up their own mind; I try not to tell them this is right and this is wrong.

16. President Nixon, and I didn't really know how to handle that. I let the kids...handle that. We dealt with religious beliefs. When we deal with those, I kind of stay out of it and I try to make sure that when we're expressing opinions, I just say that each kid in the classroom has the right to his own opinion but you should listen and weigh the facts, but you don't have to change your opinion and then I don't make statements that couldn't be based on facts myself....These are mainly discussion. Because of the controversy brought up about the Vietnamese refugees, we talked about that except it wasn't a controversy in our class....We talked about... propaganda; we talked about the Central Intelligence Agency which was controversial.

17. Yes...there's a group that's becoming more and more vocal. They're centered out in California and they're called the Creation Research Society and it's a group of roughly 2,000 scientists at this point who feel very strong that within the teaching of science and Social Studies that the children in our

NON-MACOS

18. ....A national controversial issue that was brought up of course, was the Vietnamese war and the kids...almost as a whole were against the war....They gave their opinions. I allowed them to talk. I mean this is a democratic society where there is freedom of speech and if someone would disagree I would just tell them, well now this is his privilege; he is entitled to his ideas. If we disagree with him, we can give him our points and then maybe he'll see it in a different light, but this is what evolves, critical thinking; you must have reasons for what you say and not just say it out of pure emotions because emotions are dangerous and many terrible things happen when people just use their emotions....I try to guide them and steer their thinking into positive channels and into a scientific method of thinking....you start with an idea, a hypothesis and you develop it and you look for facts, cause facts are so important, now how you feel personally through your prejudices or something else that has no real bearing on the subject. So I try to teach them to think critically and to think without too much bias.

19. Data not available.

Figure V-10 Continued

MACOS	NON-MACOS
country should have alternates, at least one alternate possibility or theory as to the origin and purpose of man and it's been challenged in the courts. Some have lost and some have been very successful. The group that's involved feels very strong that there is a very high amount of laboratory evidence which would be supportive of a direct creation rather than an evolutionary process and they feel very frustrated because the opponents to this material being presented are arguing that this is going to be religion and the creationists would say what we want presented is not religon, we want what's out of the laboratory. Then there are the creationists who would argue what you're presenting you can't defend in the laboratory and that's pure faith that you're presenting as far as evolution is concerned and so I would guess...that probably within the next ten years it will be mandatory here in the United States that the theory of evolution will be required teaching as a theory, not as a fact...and that there will be at least one alternate to man's origin and purpose and I think it will be a bloody battle as this thing materializes in the next ten years....I feel I would be less than an honest teacher if I didn't present alternates to evolution. When we've talked with the kids, we've talked with them that this is the thoughtful conclusion to which numbers of people have come based on the evidence that they have seen and the same thing is true to the scientist who also happens to believe in direct creation. They have their conclusion based on the evidence that they can check out in a	

Figure V-10 Continued

MACOS	NON-MACOS
laboratory and then we've also looked at...the Buddhist philosophy as to the origin, or the Mohammedan philosophy or we studied the Inca Indians so we went into some of the Inca ideas or concepts as to the origin or purpose of man and then we always try to look at this...what of this might be theory and guessing or religion and what of it might be defensible in a laboratory and this is my single biggest concern, that regardless of what the theory might be or the data might be, I want them to say, "well, does it check out in a laboratory?" If it does, then I can accept it as a fact. If it doesn't, then I should be honest and say it's theory and it hasn't gone past that one. That's probably the most controversial thing that I see developing and I think it's going to be a major one cause it's being hassled in the courts all over the United States right now and I think it's going to increase. One of the...offshoots of this course would be... some of our mothers are very much--maybe not so much involved as they are vocal on the liberated women's thinking; when we sit down and talk about what's involved here in the course, when they're talking with their kids at home, the females as far as the salmon and the baboons, all they do is produce, produce, produce. Then they're curious, ok, well how do you present the role of the female as far as in this course of study is concerned, and I tell them...I very strongly believe that humans are in a class all by themselves and so the rules for the rest of them don't necessarily follow for humans ....But otherwise, controversies, no.	

Figure V-10 Continued

MACOS	NON-MACOS
18. ...I guess you call evolution controversial still, that would probably be foremost, so along with religion, especially when we got to the Eskimo, comparing different religions and their view of the world and how it came about and conventional or orthodox view of religion by man so those two things have clashed at times in school.... [They came up] through class discussions, usually the kids bring them up. [I] tried to explain or give an answer for any question that they had that I felt I could reasonably answer had them do research to see what they could come up with, had them go back to try to see what their parents thought, had some films covering different types of religion, had a couple films on evolution and general discussion with everyone airing his or her view if they wanted to, and just leaving it [to] rest at that with each person then making up his or her own mind.	
19. No.	

Figure V-ll

Have you dealt with any controversial concepts or subjects in your Social Studies program this year? If Yes,

1. Would you please list them?
2. How did you handle them in class?

MACOS

1. ....There wasn't anything controversial. I think you try to go in as far as you can...but try to steer around it if you feel that something's going to be controversial.

2. Yes, we obviously have. We're in a family life [section] All through the MACOS material, first of all, you talk about...how the herring gulls mate, as an example, and that sounds poor because there are so many other things that go into that but you do discuss that. Then we relate that to our family life...which we're in right now and there are many, many things that come into family life that we've already talked about, but one of the things that come into family life is how life goes on--reproduction in human beings and some natural questions that come up in that is...what about premarital sex as an example and I think the big controversy that we get into is not so much with the kids, it's with the approach that we teachers should take... I think that area is sensitive for some people. I think we get very little discussion about it from our parents, they really let us take care of that, but an area that is sensitive in a way that's controversial, that really doesn't come up as far as the kids are concerned [is] the amount of time that should be spend on a kid's self concept. There are many people who believe that Social Studies is....the philosophy idea again but...Social Studies is to learn about the world and about the people in the world [and] the places and don't spend so

NON-MACOS

1. Abortion. We just had a discussion about that a couple weeks ago....

2. No.

3. Actually no, I don't think in the Social Studies program.

4. Data not available.

5. I really don't think [so]. There was an independent study done by a student on TV programs that they were listening to or watching and the amount of time, and how they felt the Black and White people were being treated. ....it was done one time in the class and they had to fill out a questionnaire and...some of the Black students seemed to really get upset about it.... The thing on the Indians wasn't controversial but some of the kids had questions about Black superiority and the Indians and if they're better than Whites...why are they mistreated as much as they are, but other than that, I don't think there was anything that the community would get upset about and you have to think about that when you're presenting your ideas too; if the students come up with something, you deal with it the best that you can and you answer their questions, but I don't feel that I give them anymore than what they asked for....

Figure V-11 Continued

MACOS

much time with the self concept. Kids will get that on their own... Where the opposite is we feel we should worry about it, so we've even had some parents that will say, ...you spend a lot of time working with them but I want my kids to know where Africa is. Darn it! Get them on Africa! and their self concept will come, don't get excited about it. I think maybe that's a little sensitive area and I think those are probably the only two that I've come to in a head to head confrontation....

3. I don't know what's controversial. ...I mean what's controversial to one group of people won't be controversial to another. Race relations don't come up. Differences come up but I don't think that's really what you'd call controversial.

4. .....I don't think so.

5. I really can't think of anything...that...was really controversial or sensitive....

6. No, not really; I stay away from that.

7. Yes, the abortion one.... Some of the political discussions that we've had about...the resignation of Nixon.... I'm sure there are people that didn't share my point of view on it and might have said that I didn't handle it real objectively and put in both sides with it.... We did try to explore how

NON-MACOS

..../answer unclear because of tape malfunction, context indicates discussion of sex education/. ...I am going to use some discretion as to who's asking me the question and how much I'm going to tell you, if I'm going to tell you at all. ...the parents really do get concerned about it especially since there are a couple films coming up for 6th graders only. Parents have to sign a release form if they want their child to see it...you know parents have to give permission before they can see this and I'm going to say, well, if he's going to ask me this question, I'm going to recommend that he probably talk to his parents about it, then...supply him all the details. I think that was the only area that would be really controversial.

6. Data not available.

7. Abortion, perhaps dealth penalty...sexual mores or behavior of kids. I held a sex education, family thing but...sometimes they would /initiate the discussion/ sometimes, I would. We discuss controversial things fairly often and I really haven't had any problems about that lately.

8. Only one...when we get into the Civil War area and Data Bank attacks the slavery problem very bluntly...if you

Figure V-11 Continued

MACOS

people might have arrived at the stance that those people in Washington did when that happened. The reproduction and sex things are I think touchy .... There are parents even in this school that I think believe that that's the home perogative and not the school's to discuss.

8. Yes, of course.... Some of our religions object to...the saluting of the flag....

9. Data not available.

10. Yes, . . . many times we have. The conceptof kill or be killed, eat or be eaten, survive at all costs, put the grandmother out on the ice and let her die whether she wants to or not, Grandma says it's time for me to die, I'll make the decision myself to go out and die. We talked about suicide or murder or voluntary death, or mercy killing.... The destruction of some kinds of animals, whether it be fish or birds or what it might be in order that others might survive, where man tries to do the balancing rather than letting just nature figure it all out on its survival system. ....The conclusions that the kids come to, or the conclusions that I might come to are handled...very much as open things;...this is what I feel based upon what I have as my resources to work with and they do the same thing. It may be strictly emotion, it might be data, it might be experience they had in the family or something. The idea

NON-MACOS

have a Black child sitting in your room, that particular area /might be controversial/, but there was no problem from it.

9. Not that I can think of. ...I usually voice my opinions... but I preface it by saying this is just my opinion; you have to realize that there are other sides to the story. ...I can't think that we've talked about anything that... people might think distasteful.

10. We had sex education two weeks ago and the parents who did not give permission to their students to hear about it went to another room.

11. I don't think so....

12. I can't really think of anything... I always try to steer away from that because I don't want the hassle.

13. I think perhaps the most controversial or sensitive would be the racial issue but it hasn't been a problem because all of the children here are white... We've discussed religion once or twice just when they come up as a question about it... Sometimes it will come up from a comment that's made or a person will ask a question about why people are different...usually it's either that or else the question might come up in the lesson, like

Figure V-11 Continued

MACOS

that people have differing conclusions or differing opinions about problems doesn't mean that one's right or one's wrong or one is better than the other. Although the kids were real quick to pick up the idea that whether something is right or not or wrong or not sometimes you have to come up with a decision so that most people in the group that's involved will survive and even if others are going to perish in the process.....

11. Data not available.

12. Data not available.

13. ...We've discussed problems in the mid-East, the problems in South Africa and Northern Ireland...a role in...Southeast Asia, busing. We just have an open discussion of them. Everybody....feels free to express his own opinion on it and with our study of Africa I brought up the problems of...Rhodesia and South Africa and compared them to situations in the black controlled countries of Africa and discussed the future of what's going to happen with those countries and we still keep track of what's going on there.

14. Data not available.

15. Data not available.

NON-MACOS

our country being settled by immigrants or different peoples. ...I try to discuss it; I try to pull out their feelings. ...sometimes this is a problem because... you always have the same children who want to express and some never say anything, so sometimes I've started having them write it down, what they think and then reading it; they don't mind that way but some of them are shy about talking it out.

14. ...I would say maybe we had because we've had several discussions on...sex education...and we've had no reaction to it.

15. /No/

16. ...It depends on the amount you're talking about but religious concepts, Watergate, of course, Martin Luther King, I showed a filmstrip on his life and that got a very heated discussion going.... /I/ try to present both sides of this issue, let the children...draw their own conclusions, but I do make the demand..that both sides must be listened to.

17. ...You can get into areas of women's liberation..... and get into sensitive areas without knowing it...we were talking about Miss, Mrs. and Ms. and that could be an area of sensitivity to some I would presume.

Figure V-11 Continued

	MACOS	NON-MACOS
16.	...It's...when you get into prejudice....	
17.	No, I haven't.	
18.	... The biggest thing around here on the local scene is [teacher mentions specific local problem] and national, we've covered Watergate and so on but nothing that intensive on either of those. If something was brought up in class about it, we talk about it. If nothing was said, then it was left for a more appropriate time when we could. It's a very conservative community and the students reflect their parents' views and so their minds were made up that either President Nixon was a crook or...he was god and we basically just talked about...individual rights and freedoms moreso than the actual Watergate scandal itself; what these things could possibly lead to later on if controls were not placed on them.. but as far as judgements on them, I didn't make any even if I wanted to.....	Yes, something came up about religion.... I felt that it was something that really fit in with our Social Studies and I talked to them quite at length about it.... We are all worthwhile as individuals and we don't judge others because they might believe in a different fashion.... Togetherness and valuing the other person as a human being and not jus what they look like or what their religion is and this was a very sensitive area, but I felt it worked out very well.
19.	Data not available.	No.

Figure V-12

Were there any controversial concepts or subjects you could have dealt with in your program or materials which you decided not to go into in class?

MACOS

1. No, not really. I think everything was pretty throughly, pretty openly discussed.

2. No.

3. Nothing that I can think of. One thing we debated...was wife exchange. There's one part where they...talk about in the Netsilik about the exchanging or somebody can use somebody else's wife and we were...questioning how much to get into that, but there was no problem. We did go into it, no problem.

4. No, I...dealt with everything that ... ever came up with.... regards to birth and all. ...I went through it all and I'd never had any comments from any of the parents.... I can't think of any because I took whatever was there, I just taught it and I never had any problems with it.

5. Data not available.

6. Data not available.

7. I would say...anything to do--related close to...sex education or something like that. If you feel it's a hot potato you stay away from it.... We do provide to a certain extent, some training in this field. Once in a while you might have a kid

NON-MACOS

1. Not that I can think of.

2. No, not because they were sensitive, but because they didn't appeal to our sense of what we needed to go into. There were a couple of areas ...we did away with, but it was nothing to do with sensitivity; it would do with ...boredom.

3. Well, I probably could have brought in a lot of things, but nothing, no, oh the one I keep forgetting. /Had/ we gone through the Middle East...well that would be the religious background, but no, anything that really gets /sensitive/, we dealt with and the textbook itself raises none so there wasn't any problem.

4. ...the feelings on not birth control, but conception. I don't feel that comfortable or that knowledgeable that I would be able to tell kids in the proper manner. ....I know a lot of things, but how to present it at their level where they're going to be able to understand it and use it to their advantage. I don't think I could do that, so I would probably avoid that kind of thing.

5. No, nothing came up that I would say with that.

Figure V-12 Continued

MACOS

try to throw you off base,... but usually you don't have any problem. You can get it solved and you try to satisfy them even if you know, you'd try to have them go down to the school nurse or somebody else and you know your question can be answered down there. You're not just turning the kid off.

8. Data not available.

9. No, I... have a classroom policy that anything brought up--if the students want to talk about it--we talk about it and if not, then we just go on with our normal everyday work, so we can be really interrupted at any time if some one brings something up that the students wish to follow and it usually isn't for a long period of time but it may go on for 1, 2, or 3 days and when we've exhausted everything and the students want to go back to MACOS then we go back into it and usually ... things that are brought up are still pretty relevant to MACOS so we can interrelate them and tie them in.

10. Data not available.

11. Not that I can think of. [All] through the program as it comes up, I deal with it as matter of factly and fairly as I know how.

12. Data not available.

NON-MACOS

6. No.

7. No, I haven't consciously thought about well, we won't talk about that in the classroom. Pretty much, if I felt like I, we can pretty much handle about anything in here if we want to. We just leave it really, we just try to recognize what different peoples' viewpoints would be but never say, ok this is the right way. We just try to ... well, how might that so and so feel about that or another people are in this situation might have what kind of viewpoint and we just... look at it from different angles, but I think as long as we do that, and don't try to preach a certain point of veiw and indoctrinate the kids in any certain way that we could pretty much handle anything we want to.

8. No.

9. I can't think of any, but I'm sure there must have been because we had so much going. These children had so much to learn; they were not a homogeneous group....

10. There were some things.... I remember just skipping them. We did a unit on... the thirteen colonies and how they developed, then got off on a separate unit on the Northeast..... We start[ed] going into cities and that type of thing, and... the supplementary book that I

Figure V-12 Continued

MACOS

13. I can't think of any, for one thing we didn't get into the Netsilik part of it which was a lot of the real issues, the human issues All of ours was during the life cycle thing, the very beginning man, all men, and I can't think of anything I avoided because anything that came up, we talked about.

14. No.

15. I can't think of any, everything that comes up, we discuss.

16. Yes. There was one and that was (I wasn't there). I think I was ill the week they got into the mounting of the herring gull, which was supposed to be a touchy part,....but as far as I heard, it went over smooth, but it was something I wasn't going to dwell on for very long...because we were having family living coming up and that might help a little bit better. Things like that, I don't like to get into,..... the sex education yet, and there was some in that; it was hard to explain and I didn't dwell on it very much.

17. Data not available.

18. Data not available.

NON-MACOS

was using...went into these things about slum areas and delinquents and things that make a city bad...so I automatically steered away from that because...there were some other things. It was all from this book. They are important issues and they should be brought to mind, but like I said, I just let them go.

11. I don't think so....

12. Yes, there were some that I decided not to go into mainly because the material wasn't available... I had areas that I wanted to go into and cover and then in looking for the materials, it just wasn't there.... It...has to do with religion to a certain extent, and of course you know where that's a touchy area all the way aound, what you can and can't do with it and so when we start to get into Israel, the Arabs, and then we started to get into specific religions, so that's where it stopped. It began to get a little touchy and there are some.... After some discussion.../ we/ thought it better to just touch on the general aspects rather than...get into some real specifics.

13. No,....I just thought of another thing that we talked about quite a bit is the problem of gay rights or homosexuals and

Figure V-12 Continued

MACOS	NON-MACOS
19. Yes, I'm sure there was, because there's always something coming up such as abortion. ...It came up; a student brought it up and I just dropped it. We could have talked about that but I didn't. What else---which school was the best junior high school, we could have talked about that but we didn't that's sensitive here since our kids go to...different junior high schools. I can't think of anything else, but there are a lot of them..and they're dropped.	their fights for job equality and so on and I can't say that I haven't shrunk or that I have shrunk from any controversial issues, I kind of like them and I kind of like to get into them.
	14. Data not available.
	15. No, I don't know of any that I've tried to avoid.
	16. ...I didn't go back far enough. No, I can't really think of any right off hand. ...I suppose you could go back and talk about the Civil War....;it could be a sensitive area for some. I don't worry about it. ....some people worry about certain, perhaps drawing certain conclusions from it, the things that happen and so forth, the background to it, that could be a sensitive area I presume, how a person would approach that. Some of the carryover to that is still with us yet today.
	17. Data not available.
	18. I don't believe so.
	19. Data not available.

Figure V-13

What positive or negative effects has our research project had on you, your students or the school this year?

MACOS

1. Data not available.

2. There hasn't been any negative. I think once we get the feeback back... it will be beneficial to us to see where we're going. ...I plan to use the material more because I don't think it will be startling to me, but I think this ought to put a jolt in the Social Studies curriculum, hopefully in the school and maybe we can get something moving in this particular field.....

3. It's just taken a heck of a lot of time... those questionnaires and things are just a pain in the neck to fill out more than anything else.

4. The only negative effect it has is...when the testing was /done/, when /you/ come in for a test and they would be doing something and...whenever you mention the test now...the lady's going to come then right away they get upset. ...They remember well last time we were supposed to go outside or we were supposed to be doing this and they took us away from this to take this test, and this is the only negative effect that this...really had. ...It really destroyed the whole thing...because right away, you hear comments from the kids, well I'm just gonna come in and put down any answer

NON-MACOS

1. No negative whatsoever from me.... I'm kind of looking forward to some feedback as to questions and...the way the kids reacted and answered because I think there are some things that I could use there and incorporate them ...the kids just got tired of testing. That was pretty evident towards the end because they haven't been doing anything for the last two weeks except testing, plus, they got tired of having to come back, "Oh, no, she's coming again" type of thing.... The beginning was rather interested because most of them knew that they were being compared as a control group to another group that was in MACOS so they were interested from that standpoint......

2. ....It's really made me start evaluating what I was really doing in the class.... I think that's positive because next year I'd really like to have a more...definite purpose or goal in mind of what we're doing...more of a definite direction and I think that's good. I really have not enjoyed filling out the forms. At the beginning of the year I got a note that said,...you will be the teacher that will be cooperating in this program, and we need your help and I appreciate all your efforts and it won't be any work for you, and it takes a while just to sit down and think things

Figure V-13 Continued

MACOS

just to get out so we can go do what we were doing before and I think it really messed up the testing.

5. ....at the beginning of the year when I realized that you were going to be pre-testing and post-testing. I said, well I'd better get on the ball and get this MACOS started; however, we did, or I did fall by the wayside and I have only shown one of the films on the eskimos and...I feel kind of guilty...With our scheduling, with all these different things coming up....I've just gotten behind....so I would say that's been a problem and I seem to be pushing it.....

6. I don't think it's made any difference one way or the other, ...of course kids don't like to take tests too much, any kind of test.... Positively, maybe you made them think a little bit more about what they have been studying, what they have been doing and I noticed that some of the questions that you asked on this test were very much in line with what they have been taught kind of a review, so that way I'd say it was positive.

7. Data not available.

8. Data not available.

NON-MACOS

through and there have been a lot of other pressures, so it's just been one more thing. ...overall I haven't considered it a negative force in any way, ...the overall effect has not been negative.

3. Data not available.

4. I can say from the students, they don't always know the purpose of what the studies are being done... They always think like when they're pulled out of the class that something is wrong with them; that they're being pulled out and being tested on. Only one parent in our class signed a paper that her child wasn't allowed to participate in the study. The rest of the kids....look at it, "here we have to take another test. Here we have to do this again" and they don't like to take tests.... and that's when they come back, "I'm not going to do it again".... They just don't like to be pulled away from the classroom too because they're afraid that while they're gone...they're going to be missing out on that activity.... I dont' think there's been any other effect. After you're gone, they don't really say too much.....

Figure V-13 Continued

MACOS

9. ...some kids look forward, I'll say that they're coming again and they'll say, that's great and then some kids say well that's terrible; this is just a waste of time and then after the test, some kids will say, well I didn't learn anything from that and some kids will say, well that was a lot of fun and some kids will say, well that was a complete waste of time we could have been having class. It just depends on the kids.... As for me, I don't really know. I know sometimes when I had to fill out the forms if I hadn't done them right, I'd hurry through them and worry about getting them done. I don't know that I could tell any positive right now. ...maybe the positive effects will be when the results come back and if I really bombed it out or something, that will be a positive effect. That'll straighten me up or something.

10. Data not available.

11. Data not available.

12. Data not available.

13. ...several times since the first testing...we would ask a question or we would talk about something in class, and one of the kids would make the comment, "yeah, we talked about that, that was in that test back there or there was something..." At least there were some of them who were recalling the things that were involved in the testing and it

NON-MACOS

5. I don't think they've had any negative effect really on the students or the school certainly. I think they have made me more aware, although I already knew it, that there are better programs.....

6. I didn't feel it was fair that I...had not volunteered to be a part of it.... ...I didn't think it was a fair comparison if you were comparing which I really have never understood....I thought I was wrecking your survey really. ....I don't think the kids were affected at all. They felt happy that they were....chosen...to participate in this and other kids weren't part of it. I think they've enjoyed it....

7. ...I think probably one starts to really analyze....why do the students have a negative feeling about this and probably it all boils down to the teacher in that maybe the teacher...doesn't have the time or isn't qualified to teach values, this book like it should be taught.

8. I don't know of any either way.

9. Data not available.

Figure V-13 Continued

MACOS

had a good carryover.... I don't know that I could really say that any of the testing or the questioning...would have had any really noticeable effect as far as any changes or group atttitude changes....

14. ...I can't think of anything that would be negative. ....I suppose if anything it will probably make them more aware... through the questions that you're asking.....

15. I really don't think it's been...positive or negative. You've come, you've given the tests. It really hasn't disrupted our schedule. ...I'm interested in seeing what the results are going to be..... As far as an effect on us one way or the other, I really can't say that there has been....

16. The kids....were pretty excited, somebody coming from Washington...to work with the class and would be here some different times this year. They thought that was kind of neat. I didn't care for all the stuff I had to fill out; that was my negative effect. It got so I just didn't care...because we didnt feel that we were getting any extra pay for it....so I didn't like to do that extra stuff unless we get some gratuity or something for it, but I did do it and I can see that it would help with the research part of it... The kids didn't mind

NON-MACOS

10. .....I think the basic positive thing that it's done for me is make me really take a look at the Social Studies program rather than just doing it...really questioning--is it something that they can use? Is it something that's going to affect them? Is it necessary? Is it irrelevant? I think ...whenever you are involved in a project it makes you look at your own situation and what you have and I think that's probably the best thing that it's done for me. As far as the kids, I really can't say one way or the other how it's affected them. ...they are involved in their part of it and they like to see you come, but as far as you know the program, I can't say that it's made a big change.

11. I think it's a fantastic thing to be involved in something like this and you really see the program is evaluated to a point that you know...whether it's a good program or not because they did send us a letter that we were going to get feedback about this testing. [So I] think it was very good and...the negative thing [was] I was appalled that parents were so, they were even taking things out of context and they just couldn't understand...even if I tried to explain it... They had their minds set and they would not listen to us, anything that we said was just like going in one ear and out

Figure V-13 Continued

MACOS

them, I think they enjoyed the questions that were on the survey.... Some of the kids that you've interviewed were not kids that were outspoken at all or would join in on the discussions at all.... I thought maybe if we were allowed to choose the ones that would join in on the discussion... maybe that would be better and maybe blend in a couple of the others.... I thought maybe that might be a negative effect because some of these kids did get a lot out of it, from discussing and weren't given a chance to be interviewed.

17. ...we get upset because we have so many darn forms to fill out and it's not your project's fault, but it just seems like everybody's taking surveys about everything... ...sometimes it distresses me that I can't do a good job on them and fill them out just because I have so much to do. I feel like it's an imposition sometimes and it's not that I don't feel they're important. Certainly, I feel that your research is important, it's just that sometimes I've had to fight myself to get them done because I've had other things to do. Positive things will be I guess what we're going to find out...; it will be how your survey goes, then what things... you write, the way you evaluate it. A lot of teachers are interested in how our kids turn out on the national norm and I'm not. I'm happy with what our kids are doing with the reservations I told you before.... It doesn't matter how we sit on the national norms... I am

NON-MACOS

the other and that really... upset me.... Other than that I think it's a good thing to do and I'm glad I was involved in it....

12. I think the negative effect... was that we were misled when we took it. ...we were told it would be a big kind of pretest and then at the end of the year, a post test, and so it's taken a lot more time than we planned on and we've had so much to do... that it's hard to keep up with... There was one week that I had so many forms and papers to fill out that I didn't even have time to correct my work... but they come down like that and so this I would think is the one thing.

13. I can't think of any; it was fine with me and I don't think the students minded that much but they had some problems with the tests. They also have been tested so much these last two weeks, I gather they're just tired of it.

14. I don't think the students [had] any; me, filling out these final forms, that's the only negative effect.

15. ...It has made them feel important... which is good and it has made them feel that people really care about how they feel and how they think about different subjects and

Figure V-13 Continued

MACOS

interested in what things you find out about the program, the materials and the way people and kids think about the program and the materials. That's going to be very interesting to me, so that's going to be a positive regardless of how it comes out. ....I would say you've had no effect on the students and I say that as being, we look at it as positive. Our kids get to talk to so many visitors that I think you were just another one and I think that that's good because I think that their answers are probably a little bit more honest and they come hopefully a little freer than if these kids hadn't talked to visitors before but we have visitors in all the time and they're always asking the kids questions and the kids like to talk and that kind of helps a person's self concept too when people ask you, well what do you think; so you've helped the self concept as one of many. But as far as being a real positive or a negative, I don't think you've really had any effect on it.

18. ...I think it's great that you're doing it. I wish you'd done it another year when things had gone better...because frankly sometimes your coming has been just an added burn to the lack of orientation in this school because really that's our fault as much as yours. The fact that...we've had the material problem and that we've tried to do so much here. If we had put more emphasis on...MACOS research Project as a very important---I don't think we've concentrated enough--I don't think we've been fair to you...because of not preplanning as

NON-MACOS

this is very positive. They've accepted the test beautifully; they've never complained. They've welcomed your visitors. They loved being interviewed. This they just adored because they all love to be taped...so I think it's given them a very positive self concept.... I think it's also affected their interest to a certain degree in that they know they are being observed.... Negative, I really can't say any negative effects offhand.

18. ....Other than just taking time to carry out the Project, I can't think of any particular positive or negative approach.

19. ...It gave me an opportunity to work with the kids and discuss what type of thing you were doing and therefore I could make it somewhat realistic... you're always hearing about studies and so on, to point out what a study was and in this sense it gave a good stepping off place.... I still don't think many of [the kids] understand.

Figure V-13 Continued

MACOS	NON-MACOS
much as anything else; it's just one more thing that you carry ....and it sometimes seems like an annoyance and yet deep down I really believe in what you're doing and I really want to provide some feedback,.... I am partially annoyed, partially glad to be a part of it.	
19. It hasn't disturbed me at all because I'm constantly feeling that I need to know each year better than I do, what are my own personal objectives in my Social Studies program and you helped in the fall to... see what those were. ....I'll be very interested in the results of your research, of what your dicoveries have been as far as my own personal program in the social science file. Then I would be interested in knowing ....how does that compare with my colleagues in the group and if we do vary in those objectives, then maybe we'd better sit down and take a look where we agree and where we disagree. I think there's a lot of value in that.	

Figure V-14

Do you believe we have observed the significant features or important aspects of your Social Studies Program this year?
If no: What do you think we missed?

	MACOS		NON-MACOS
1.	I think you've gotten pretty well... what we're trying to do in the classroom as far as the questions are. There are always classes and things from day to day that... I think are important, that you wish that you could see, but hopefully that will come out from the questons that you asked the children too.	1.	I don't know......... I would like to have you know... the only book that I could even find on... teaching Social Studies per se, was copyrighted in 1949 at the Public Library. It's like an area that's not dealt with in our school system at all.... On an elementary basis, the kids never had it daily; it's just not taught. There's no emphasis and of course I happen to feel that it's a very important....
2.	Data not available.	2.	No, not really. You basically missed out on the whole program.... You're not going to come in and interview a few students and or tape record one set-up lesson or give a pre test and a post test and find out what's going on in the Social Studies program for that year of signifincance. You can't do it. The only way you're going to do it... unless you come in all the time, on a daily basis and really do an in-depth study on it. It's almost impossible to do this. Whenever you bring an outside person into a classroom, you've changed the situation. Whenever you bring a test to the classroom, a pre test or a post test, you've changed the situation and there's no way, you can bring this material back and sort of sift through it and sort through it and you can assign scores and you can evaluate this as best you think.
3.	Data not available.		
4.	No, I think you've been very thorough, and I think your tests are very thorough.		
5.	I think you've really tried and I think that if there is a downfall to it, it has been my part. ..Everybody thinks they have an unusual year and this is probably the way I feel... so I don't know if your tests from testing me will be valid because of the job I have done. ...this test happened to hit me on a year when I was down on Social Studies and had trouble with Social Studies whereas another year I might not have had that attitude and so your test, my class may be biased because of my attitude towards the Social Studies this year has been negative and so this may be shown on there...		

Figure V-14 Continued

MACOS

I wonder if you can really come up with valid results from this type of testing. In the Social Studies area, I wonder if you can come up with any kind of testing,...any kind of results at all, because the area does not lend itself to, as far as I can tell to any kind of testing, either factual or conceptual or whatever.

6. ...I think that the person that was coming around should have spent more time and actually come into the classroom. Like /the interviewer/ I had where she'd come in I think in the beginning of the year. She'd come...into the classroom and she'd observe what was going on in the classroom... Individuals who came after that should have...done the same thing, spent more time in the classroom and seen what was going on in the classroom instead of just having questionnaires filled out, because I think a lot of these children...have a hard time reading and I can pick out three or four of them that took that test and didn't even know what the heck they were reading. They couldnt even understand the words and they didn't even know the directions and they were just filling in anything and..whatever the results you're going to get back from some of these kids are not going to be true. They may guess their way through it or whatever, but that's another fault I found with the course too. I think it was a little bit too difficult for some of the children .... They were more verbal in class....they would talk a lot more in the classroom like ________ here. His reading

NON-MACOS

You think, "Well, now I've got that guy figured out but you're really not observing the significant features of the program."

3. That would be hard to say. My only way of assessing it is how they perform in 7th and 8th grade where I know they deal with having to do reports, written reports and research.... I don't think you can actually observe that or see that type of behavior or the type that these kids even realize that they're really getting something out of it until they're faced with another situation that's similar and they themselves don't know....

4. Data not available.

5. I think you've really tried and I think that if there is a downfall to it, it has been my part. ...Everybody thinks they have an unusual year and this is probably the way I feel...so I don't know if your tests from this type of testing--in the Social Studies area, I wonder if you can come up with any kind of testing, ...any kind of results at all, because the area does not lend itself to, as far as I can tell to any kind of testing, either factual or conceptual or whatever ...

6. ....You've hit...all the areas I look at when I look at my program...

Figure V-14 Continued

MACOS	NON-MACOS
is 2nd level but when we had the course in the classroom he would ask questions; he'd listen; he enjoyed the films and he enjoyed having people read to him and he retained a lot of what was going on and I don't think you can.... Even specific facts these kids can give you and I don't think this comes out on this test that they were taking at all.	
7. Data not available.	7. There's a lot going into a Social Studies program. Once you did observe me or when you're testing, I'm ...leery on tests myself. ...you could see how much a child learns but sometimes...it's just a bad day for him...or he's just not thinking right or the question's not worded right...it can sway it so badly and..when she did come to observe she /the interviewer/ said she did want to see a teacher sort of discussion type thing so that's what she saw and...we had a lot of group projects we developed... They each planned their own city, where to put thing;...it's all the integral part of Social Studies. They put a lot of concepts into it....
8. I feel as though you've stressed Man: A Course of Study in your coming around and observing but I don't know that you've actually seen what the children have produced as far as their notebooks and research papers and that's one important part that we do stress and put a lot of emphasis on,...but if you're talking about the results of Man: A Course of Study, yes, because you will have post tested them on some of the material that should have been observed there..... to know that...they are able to or we think they ought to take note; I don't know how you measure that.	8. ...you haven't seen.. a great deal of it you know just in the times that you're here. You really would have to be here all the time to see it and as I've told you before, ... I don't consider Social Studies just one block of the day. I think it's more or less the whole day of the children getting along together. It's really the life of the class rather than just one subject, so yes. I suppose you have seen a cross section of it... but I've watched the children change a little bit and hopefully they get along better together and are a little more tolerant.... I think you've missed some of the better aspects cause once in a while they really get into a good talk or... something about it and it's more interesting for them.
9. Data not available.	
10. Since the basis of the course is to...view man as himself and view him in relationship to the world around him and the animals around him, the entire world around him...and to form attitudes about those things around him, I think it's been very successful that way and I think you've tested for	

Figure V-14 Continued

MACOS

this and you've covered this. Many people who would want ...their children to learn that Columbus discovered the United States or America in 1492 or whatever would be greatly disappointed and would think that you're way out in left field someplace and probably would want to change the program immediately...but we're not looking to teach the students this factual information, so I think the tests have gone after the things that we've been trying to...teach to the students. I think...an appreciation of this type is much harder to teach, but I think when it comes to the students, it's much easier to grasp and learn and probably stays with that student that much longer than any fact that you could ever teach them, so if these are the things that we're going after, I think the tests and the program's set up very well for this.

11. No, I don't really think you have because I think if we were only teaching MACOS, then you would but there are so many other things that go into it. Now, you've never been /here/ for instance, or talked to us about...their outdoor outings and the things like that or about their career education things or about their...family life...but all that goes into our overall Social Studies program. I hope that it's at least listed that there's lots of things that are there but if someone ever got the idea that we just did MACOS,...it would be an inaccuracy cause there's so much more that goes into it.

NON-MACOS

9. I think so....I've said everything that I felt that I wanted you to know about and....I think you've allowed us to be honest and that's where I feel the whole thing is.... I haven't felt this as a threat at all because I feel good about my Social Studies program....I believe in it.

10. Well, it would be impossible to say that you've observed all the significant aspects or you've neglected them because we just had so much time together. It's a matter of physical timing. Sure, we had things come up, but I couldn't plan them to come up when you were here....I would have liked you to have seen them work together in their little committee groups. I would have liked you to have seen them work together on their projects in art and mapwork and seen how beautifully they just dovetailed with each other; each one accepting his share of the work and doing his part, not saying you did more than I did and things like that, seeing them mature so nicely and seeing how they put into effect many of the things they've been taught....

11. ...Well I'm disappointed in it frankly because it hasn't done some of the things that I wanted it to do and I'm going to make some adjustments in the way I teach it next year because I think that things could be phrased differently and that it could be taught in a less pompous fashion and I'm going to bring them down a little bit more

Figure V-14 Continued

	MACOS	NON-MACOS
	...say we spend 6 weeks on one unit,...that doesn't mean that that's all we do in those 6 weeks....There's all kinds of related activities....I think you've done an excellent job in covering specifically what the MACOS, how the MACOS materials helps our social studies program....I think you've gotten our philosophy too,...I just think there's many specific activities that you really haven't been able to get into, but I don't know how you, that really would be too time consuming.	to the level of the kids that we are working with...trying to cover a range for everybody and even though I give one person two paragraphs and another person two pages and somebody else a whole chapter...trying to piece it according to their needs...they still don't get out of it what I want them to get out of it.
12.	Data not available.	I think so. I think as much as you can for as short a time as you could be here....We do a lot of our work on field trips, and of course...you missed that, but as far as...seeing typical classes, I think you have and getting ...comments from kids that are ...about as typical as you could possibly want, I think you've gotten them.
13.	Data not available.	No, I suppose if we're just talking about our social studies work in itself, then you haven't missed anything. If you were thinking about...the overall picture of social studies possibly as far as the science end is intermixed with it...then maybe you have missed some of the important facets because...this is where we really see people learning to work together, planning organization going on. We do a lot in...making projects...and it requires planning on their part and seeing that they follow through on what they say they're going to do and keeping records and... just responsibilities which I think is very important as far as becoming good citizens, responsible citizens.
14.	Data not available.	
15.	I'm not sure. I think we needed probably more of...what's going on here right now, more input from your people and my input...more communication from us so that we better understand where...all of us are in this program. I think that would have been beneficial because with all the things that teachers and students have to do today, the feeling is at times...that one more thing and I don't know where we're going to...put it kind of thing and I think we needed...more communication on that....We say that our social studies program is, and...maybe you needed to observe us more to be able to relate back to us, you said this is what it is, but is it really that?	

Figure V-14 Continued

MACOS

16. ...I think you've probably hit most of the highlights there - discussion, artwork, some games, made some tools.... I try to stress grouping and talking about it, because then you can get... ideas from other people that you wouldn't get any other way....

17. Data not available.

18. No, I don't think you have.... Yes, you came in and watched ...the discussion that day and I think it was life cycles... with my introductory lesson.... Well that was a fairly significant thing, the beginning, so I'd say that would have been a positive significant thing. I would have hoped you would have been here when we got into the beginning thing on animals because we did some of our best stuff then... in terms of the kids' interest and enthusiasm and the variety of activities and then we dropped it. [I would have hoped] that you could have come in and seen some waning things too that you didn't see. You saw one significant thing and in terms of the number of them, that's probably a good percentage out of what we did this year, because we didn't do the entire thing.

19. Yes, I guess so.

NON-MACOS

14. No, I don't think you saw a true picture of it because I've had a difficult time getting to it, because it's taken me too long to get the students to the reading and the math, which is why we're so far behind....I have had to go back and review all their basic skills in reading, sounds of letters and sounds of words and that's taken twice as long as I had planned....When we got time, we had it [Social Studies] and a lot of the time we couldn't get it in.

15. I believe that one observation...you made and recorded was a good example of what it was about as far as our Social Studies this year.

16. As I've looked at this study, and as I understand what you've been doing, I think you've been really comprehensive and really good, so I think, yes you have.

17. I don't know just what you've observed. All you've done are these two tests.

18. No, I don't believe you have really...I think you probably missed a lot of the spontaneous kinds of things that just come up, such as class meetings that we've had and some of the times when we've gotten off the track, the more informal aspects of the program which I don't know how you'd get a hold of.

19. Data not available.

Figure V-15

a. In social studies class, do you ever talk about unfairness or prejudice toward people or groups? If no, do you ever talk about them in any other class? If no: go to b. If yes, can you describe what you talked about--give some examples of what you said.

b. Have you ever talked about unfairness toward different races, or toward men and women, or toward religions, or toward poor people, or people in other countries? If yes: Can you tell me what you talked about or give me some examples?

MACOS

1a. Data not available.

2a. We had in science. . . a thing about stereotyping and we talked about that.

b. There's this one girl here in school and she has a different religion. . . and everybody thinks she's so weird.

3a. Sometimes in reading we do. We talk about Muslims and other religions like Catholics.

b. Nope, we never talked about that much. . . .

4a. We talked about differences between people. . . between black and white and maybe their religion. . . .

b. Like in the emotions, like boys and girls and. . . the difference between what boys get and what girls get. . . . We had the discussion like what we thought wasn't fair in our homes or like what your brothers and sisters thought was unfair, like the jobs you had to do.

5a. Data not available.

NON-MACOS

1a. No.

b. No.

2a. No.

b. Yes, sometimes. It was written in the book about people along time ago. . . the poor. . . would get 20 years for stealing a piece of bread.

And also. . . they made children six or seven do that work in the coal mine.

3a. Data not available.

b. . . . Some boys were disagreeing why ladies aren't created equal as men. . . . The boys said a girl couldn't drive a truck or girls shouldn't be allowed to play basketball or football. . . and a woman's place is in the kitchen or at home.

Well, one time we were putting down some point for, [a student] runs around saying [ethnic remark] . . . and he has no right to put down my nationality. . . . because I like me for what I am. I don't care whether I'm Polish, or green or black or white. . . . I'm still a person and I have personal feelings about things and

Figure V-15 Continued

MACOS

6a. No.

b. ...We've talked about men and women, their rights and everything.

7a. No everybody feels that everybody's ...the same, like if they're black, they're not any different, just their skin color.

8a. No.

b. ...[The teacher] lets some people do everything and... won't call on others. [Teacher] takes some people on trips and leaves some people here.

9a. No, not really.

b. Sometimes [the teacher] asks about...when the immigrants were coming over and South Viet Nam. See if they had the right to come over and adopt the South Viet Nam children in the United States.

10a. Data not available.

NON-MACOS

we all argued...[the teacher] taught us to communicate with people so that we can tell them what's right and what's wrong...to tell them that we have just as much right in freedom as another person does...one person shouldn't be allowed to go and shoot another person, if we're not allowed.

4a. Yes, like when one girl gets to do more stuff than another girl.

Also in the colonies,...Africans were treated as slaves....

b. Indians

Nixon

5a. Once in a while, when we were studying about India, we would talk about...how unfair the caste system [is].

About the Blacks and now about this Women's lib. We had a chapter in our book about Women's lib.

And about the Blacks and how they got there and about who Martin Luther King [was] and what he did to help make Blacks free.

Figure V-15 Continued

MACOS

11a. We talked about...not making friends because they are a different color or they have a different religious ways and stuff like that.

b. We were talking about women's liberation....

We talked about the farmers...they have all the food and if we ran out of food...they'd keep all the food for their family or give it to other people too....Then we just talked about population which is unfair because they build all the houses and then we won't have any food.

12a. No.

Only in Physical Education...like who steals the ball from each other...who should be pitcher and who shouldn't and who's out and who's not in, and teams....

b. No.

13a. Data not available.

14a. Yes, when the eskimos have...old people get too old to tag along, they just leave them out in the ice to die, and sometimes it's the old peoples' opinion...but some of the kids just think it's not fair. You shouldn't do that; you should let them ride on the sleds or something.

NON-MACOS

Like in Russia where if there are real poor people, they won't let them go out of the country....or in India about the higher the caste, the more you eat and stuff....Like the person, there's a lord and he owns other people and he owned the land and they work on it and stuff like that...in the middle ages or whatever.

6a. People call people other names....We were having a fight and they started making up bad things about Jewish people and.../the teacher/ gave us a great big lecture on religion, so now nobody ever fights about /religion/; nobody ever teases anybody else about religion.

b. We usually discuss about what other countries give us and other states and how they live, the customs.

7a. We've learned wars and one of our chapters about the equal rights about voting.

b. ...how the Latin Americans wanted their own freedom and how they had to fight for it and then another country just asks for freedom and they gave it to them.

Figure V-15 Continued

MACOS

About the Blacks.... The Blacks, and people were treating them unfairly. They should be just as equal as anybody.

b. Yes, like the eskimos just push around their wife....

We talked about the war, World War II a lot...about how ...Hitler would have people killed and...he'd pick blind people...and if he ever saw anybody Jewish, he'd have them killed, and that's not fair.

We talked about animals a lot like when the .../Netsilik Eskimos/ kick the dog around....

15a. Data not available.

b. About men and women.

Like...in Russia, the poor people get the good stuff and the rich people get the bad stuff.

16a. Yes...our softball games that we play.

b. Sometimes...last winter sometime, we were talking about Watergate.

NON-MACOS

8a. Yes...Student A and Student B were fighting. Student A was picking on Student B and she's white and Student A is black and /the teacher/ yelled at Student A because he started it and we said "you're always sticking up for the white people and not for the Black people" and she said, that's not true.

The Indians. The Indians gave the pilgrims land and the Indians wanted it with no gates and the pilgrims put gates around it and the Indians got mad because they did that.

b. No.

9a. Yes, unfairness like in the book when they did unfair things like slavery...and then when Abraham Lincoln became President, he freed the slaves and all the people didn't like it and then John Booth assassinated him.

b. Yes, religion, Mormons....

10a. No.

b. Yes, Soviet Union...cause they can't even buy their own clothes if they want.... They can't buy their own cars. They live in apartments, but it's not theirs....

Figure V-15 Continued

MACOS

17a. Yes, like prejudice again Blacks, against Puerto Ricans, against women....With kids, some of them don't think that girls should be allowed to do some things...like play baseball.

...We were being unfair to the Blacks back in the 1880's or something like that. (Another student added: "We are still being unfair to Blacks").

Yes, like being unfair to teachers or teachers being unfair to kids.

b. Data not available.

18a. No.

b. Men and women, we have....I think we talked about why women should be able to do things such as men do, the boys in the class...say "why can't we do things the women do".

19a. Data not available.

NON-MACOS

11a. Data not available.

12a. A little bit in like judging people...we had a film on it.

...don't judge a book by it's cover....Some people are pretty weird...but they're interesting.

b. About women's lib.

[The teacher] said that women can do everything that a man can do and men can do everything a woman can do but one thing. They have it standing their head against the wall....

We talked about a lot of people hate Catholics and things like that.

13a. Yes, about slaves and stuff, that wasn't right.

England, they [had to] belong to the Church. They didn't want to belong so they...went to New England, I mean New France.

b. No.

Figure V-15 Continued

MACOS	NON-MACOS
	14a. Data not available.
	15a. We talk about it a lot.... in America, they got all this industry and all kinds of stuff and Alaska's up there ... all broke down and ain't got hardly nothing in the machines....
	b. Yes, about the Indians. We took the land from them ... and [put them] on a reservation. Like Columbus back when we studied the slaves, the rich people made the poor people work for them. .... One king [European] and he had been unfair to his own people and he was giving his dogs... collars that were made out of gold and his horses... saddles with gold... but when the people of the village came for help he wouldn't do anything.
	16a. Yes... almost all of them.
	b. No.

Figure V-15 Continued

MACOS	NON-MACOS
	17a. We talked about prejudice and stuff like that.
	b. ....When we were studying the government, we talked about the Blacks and the Whites because the Blacks couldn't vote....
	18a. Yes, Europeans and...foreigners.
	Yes, like communists...We had a thing about... Communists in Europe and...how they don't like us. They have some bad things to say about us....We kind of just don't like each other.
	Blacks- how they should be fairer to them and shouldn't call them names and stuff.
	Catholic and Mormon /religions/.
	19a. Sometimes...like some people think they don't like Blacks and the American Indian; they don't like Spanish people...Like the Indians, we disagree with all that. We just throw them out and it's not their fault, it's ours. ...They're the ones that are getting knocked around a lot. They owned this country before we did so naturally the people are going to knock them around and saying they're dirty reds and that they killed everyone and all this....It's unfair.

Figure V-15 Continued

MACOS	NON-MACOS
	b. Well everybody believes in different things, you can't do much about it. Like in the Middle East the Moslems and the Islams.... /And poor people/ they usually get knocked around pretty much by people.

Figure V-16

a. This year in Social Studies, have you learned about any ideas or beliefs that people have or ways that they live that seemed strange or different to you? If yes, can you give me some examples?

b. Have you learned any ideas or beliefs that people have or ways that they live that seem wrong to you? If Yes, 1) Can you give me some examples? 2) Why does that seem wrong to you?

c. Have you learned any ideas or beliefs that people have or ways that they live that seem better than what we do in our country now? If yes, 1) Can you give me some examples? 2) Why does that seem better to you?

MACOS	NON-MACOS
1a. The Eskimos, when they kill the seal, the mother puts water on the eyes to wash out the spirits or something. ...And they put it in the mouth to give it a drink so that the soul of the seal will go back into another seal and allow the hunter to catch him again.... And they have taboos, /if/ they break the taboo... you have to tell everybody in the camp that you did wrong. –Just last week we read a book about some man and I think he killed some people or something... and they argued. They mock each other in songs. They make a song about each other... when people... want to fight. They sing a song about that person and then that gets them real mad and then they start to fight and when they fight, one person hits them right and then when that person starts hitting them, that guy starts and then that guy can paddle him as much as he wants and then he stops and he pounds on him and the first one to fall loses....	1a. When other people in Mexico or Spain meet another person they ... kiss them cheek to cheek.... I think in Africa... the way the live... and they usually hunted.... Like some states they have like different gods.... They think there are two different gods. b. You have the customs with them.... They're doing things wrong. We think we're doing it the right way and they think we did it the wrong way.... ...I don't think that people should die for committing a crime. We used to have the electric chair, that's outlawed now but back in the old days,... whenever you did something wrong or broke into a bar or something and stole money, they used to hang you... if you killed somebody and they hung you for it. I could see that, but not for stealing or anything....

Figure V-16 Continued

MACOS

-When they cut up the meat and they want to eat, they don't cook it enough. They just eat it raw, the eyeballs raw, or when they cut up the seal, they have some excess parts that they don't really need and the kids come up there and just take a bite out of it...and they can't feed the dogs where they caught the seal, it's a taboo. (Another student explains, "I think they put the dogs back because if they don't, it will scare the seal away and you can't catch it.")

b. The way they treat animals...their taboos. If they came over here and saw what we...do, they'd think it would be silly.

They worship spirits instead of just one god.

If you catch a seal, you get less than the rest of the people because they got to get their share. You really get less than they do in it.

They have Angatoks to free the spirits if you break a taboo.

There's another taboo that...if they don't sharpen their tools outside the camp, they break the taboo and they don't have salmon....It's a stupid rule....

NON-MACOS

2a. -Yes, the Indians...the long hair...the headbands they wear, their teepee.

b. -No, not really.

c. -No.

3a. - Yes [No examples given]

b. - No.

c. -No, nothing is better.

4. Data is not available.

5a. -The Mormons, their beliefs were different. They thought it was right to have more than one wife....

b. I don't think it's right for people to have more than one wife.

c. -...a long time ago, they didn't have so much inflation.

6. Data not available.

Figure V-16 Continued

MACOS

In the books... if a kid did anything wrong, I have yet never heard of any kid getting punished.... How do you learn? They all keep doing it.

And they don't have no tissues or nothing to blow their nose. Their nose would be all runny and.... They just let it run down their necks and everything.

And...the woman, she's about in her 20's, she looks like she's in her 40's or 30's....

When they have a baby, they can't have the baby inside an igloo. The male has to set up a tent and the woman has to stay in there until the baby is born. When the baby is being born, an old woman comes in and yells out names, and when the baby is fully born,....that's the name.... It's stupid. It's actually stupid to do that kind of stuff.

And if somebody kills anybody, they get thrown out of the camp. They don't get put in jail or anything.... That's worse really because you got to depend on yourself which is hard.

NON-MACOS

7. Data not available.

8a. -[The fact that different religions don't celebrate Christmas]

--In England... for Christmas, they bring this big stump in and then they sit on it and make a wish....

-In Arabia they have new shoes and they put hay in them and Santa Claus rides camels and fills their shoes with toys....

-In Germany, they don't have Santa Claus, they have this lady that brings in their present and if the kids have been bad, there's supposed to be this big demon who put switches in their shoes or whatever.

b. -No, because they probably think a lot of our things are kind of weird too,...they must have a reason for everything like... some guy coming down the chimney.

-Vietnam... all they would do with the bodies is just throw them on this rope..and just lift them up with a helicopter and just dump them someplace.

Figure V-16 Continued

MACOS	NON-MACOS
1c. -They share. They share their food. They'd share practically anything, because it's hard to live out in that weather. -They don't get greedy. ...I haven't heard...of them getting greedy except for one or two in the books and you go out on the streets and you ask somebody for a dime...they'll say more like you give me one....and they just keep on walking. -They're willing to share their wives, children, dogs, tools. If one man's wife was sick and he wants to go somehwere, the other man would give him his wife to take....[but] they can only keep that wife for a certain amount of time... It seems better, but in a sense it's wrong. In a sense it's right because that man can take care of that other woman, and in a sense it's wrong because right here...If two friends are together and one wife was sick and that guy has to go out, the man would take care of her, right? But the other man would not take the other guy's wife and take off. They would, we would just take...that guy would take care of his wife and he would take off by himself usually. -They don't hunt for sport. They hunt for their food...and they don't waste anything. You look at the restaurants and they got a pile of trash that could have been eaten...	c. In Japan, they take off their muddy shoes; you don't -I wouldn't mind...this one place over in South America, I think, ...there's this big, long walk and you got to crawl way up to this church and take off your shoes and crawl up to the aisle and you kneel down and pray and then you go back to your seat and wait for the minister... I wouldn't mind doing that because it would be different and it would be fun to try different things if you wanted to.
	9a. -Yes, like in Virginia, they had the children-they stood up while the father said the prayer and then after he got done, they'd just sit down....They couldn't be talked to unless the father talked to them first or unless they were asked to talk.
	b. -In Virginia, they had to wear dark colored clothes and had to walk behind the minister to church. -I think, wasn't it in Massachusetts where they chopped off their heads, that's wrong...
	c. A dollar went a lot farther than it does now, inflation and stuff.

Figure V-16 Continued

MACOS

2a. Yeah, some religions....We were studying about all of them, the Catholics and the first Christians, and the Jewish and a lot of people think that the Jewish people are weird because they don't believe in Jesus as God's son...and a lot of people...are prejudiced against them because they don't believe in God's son and a lot of people like them.

The Aztecs [sacrificed lives].

When we were studying the Indians...some of the things they do are pretty weird....They have different gods for everything and their marriage--how they get married and everything...and they paint their face...and then we talked about what different designs on their face mean.

b. We've talked about it but we always find out that just because they live that way doesn't mean that it's bad.... because that's just the way they're used to...; its different from ours but it's the only way they can survive.

c. Yes, in Mexico right now they have...all these different vans; they go around [to] these people that are poor and don't have enough food....They've [the vans] got good food and fresh food in there and they take it around to all the people so that they have better food to eat and they can work better and make more food if they're farmers...and in the U.S. we don't do that, we just sort of forget about them.

NON-MACOS

10a. Data not available.

b. Different countries have different customs....I think it's all right because different people have different ways of doing things.

c. I'm not sure, no, if we have I forgot.

11. Data not available.

12a. Caste system...how they're separated and about how the different castes have to something and they can't mingle in with the other castes...the different castes can't eat together.

All the starvation...in India, yet those cows all running all over the place and just because of their religious belief they can't eat them....

About the Mexicans [Aztecs]...Montezuma thought that Cortez was Quetzalcoatl and they then got into a fight...and the whole kingdom...vanished and then Mexico City was found instead.

[In] Mexico right now, they won't let you take in your automobiles for so long or you can't send in any tape recorders (Another student explains: "...Mexico has

Figure V-16 Continued

MACOS

In foreign countries....they aren't building as much as we are and they're saving their land for crops and.... one of these days we're not going to have any food and we're going to have to borrow from them.

3a. Yes, like the Eskimo, they rub sand in the fishes' eyes, ...they put water in the seal's mouth and after they kill it; all these traditions, I wonder about.

....We were talking about India, the overpopulation; there are more women than men; a father and mother might have to get rid of another girl cause there are too many of them and they can't support them.

b. I don't know.

c. No.

4. Data not available.

5a. Yes, in Japan, they have to take off their shoes before they go in the house.... They're so different about suicide; they just do it when the new year comes if they don't think they can handle it.

The Netsilik Eskimo put ashes over the fish's eyes and they eat their eyes too.

NON-MACOS

a poor production thing, and if we bring in any good production, the people from Mexico will buy all these good things"/....

...There was this one church that had a whole bunch of gods on it. I can't imagine believing in so many gods.

They got the caste system in India that the highest caste can only eat bread and something else, even though they are the richest, they can't eat very much because of their religious belief.

They /Indians/ think there's reincarnation.

b. Yes, when they don't eat the cow, over in India because everybody's starving. They still won't eat it.

In the Middle Ages where somebody owned some land and then everybody who worked underneath them had to do what they said, had to give them half of the land and they would give army protection; that doesn't seem fair where they have to work the land and give half to the owner too.

Figure V-16 Continued

MACOS

b. -The people are different than us...everybody on earth isn't the same. They have a right to....believe something; It's up to them.

c. No.

6a. -When the Dutch explorer went over and visited the Netsilik Eskimos...they went out hunting...for survival and we mostly go out...hunting for fur and for sport.

-[Netsilik Eskimos]....the way they make their houses ...in the way they dress.... Now the women don't all stay home...they work in the stores...but the Netsilik women...they stay home and chew on the husband's boots to get them softened up...after they get frozen over night. ...they stick them in their mouth and stretch them; they have a thing that builds up strong teeth... Their teeth are worn down like this you know.

b. -The way the woman always has to stay home...they always favor the boys more instead of the girls for hunting... When a mother has a girl baby, they ship it off somewhere until it gets big enough to be able to do somethings around the house.... Sometimes they're almost starving and [the mother] has a girl, they sometimes kill

NON-MACOS

-In the castes...like the Untouchables, they couldn't touch them or even ate special things. I think that's weird because they should have just as much rights as the people that are in higher castes.

c. -They [India] don't have too much pollution....It would be nice to have a lot more fresh air instead.

-...In Brazil, they only have a few cities here and there and then you look at the United States and theyre all crowded together. I wish they weren't so crowded.

13a. -Some of them are. They talked about sacrifice when they [Aztecs] cut out the heart...-cut out the heart and then eat the heart.

-I think it's either the Inca or the Maya...where they take a woman and they break her backbone and they put...gold and milk... They put heavy stones in her pockets and everything...and throw her in the water so she can't swim...and they drown her.

b. -The Soviet Union because they have the prices of the food and the way they live is wrong... They've got to pay so much for food and clothes and here in the United States we can get it cheaper here and they've got to work for the government.......

Figure V-16 Continued

MACOS

if they don't need it... [It's wrong] because everybody should be able to live.

c. -There's not pollution... and there are no laws about killing people there. It's just a family affair... and there's not been any murders. ...they can eat most anything they want to without buying it... and make their own tools and things like that.....

7a. -The Eskimos, they're only different because they eat eyeballs... and how they kill their things... and their religious customs are pretty weird.... Once they had a story in a book about the Eskimos and [it] said that this guy lost his soul and they were beating him to death, just pretending so his soul would come back and save him and they believe that and they had a whole big story on it....

b. Data not available.

c. I like the way some... states have a law that they don't allow whale [killing]......

-In another country, I can't remember where it is.... but they still have... cars and .... you can buy a good Porsche or something for less than $8,000 and now its.... $14,020 for a Porsche here.

NON-MACOS

c. -I don't think so.

14 a. -Yes, the Africans carry stuff on their heads and eat different stuff and it seemed weird.

-In Russia, the communists and everybody has to be strict and everybody has a job and they don't get paid much... and they can't leave the country, well some of them can, but I thought it was weird because we're able to go all over the place.

-.... In the Middle East and out in the desert, how they live and... their tents and their clothes and how they wear stuff over their face in Africa?

-We've heard... on Africa, on the tribes and Pygmies how short they are, and we learned a lot about eating and trading... what kind of jungles, how they are and about the Russian communists.....

b. -Not really; it's just their way of living and they have a different way and we have a different way.

c. In Africa, the tribes... are peaceful, ... and they have a nice life and we're sitting over here with inflation....

Figure V-16 Continued

MACOS

8a. -It's strange to us because we aren't with them... or in their group, or in their country.

[This group studied the Man and Animals unit of MACOS and did not get into other cultures]

9a. -... [the teacher] told us about those... half wolf and half human beings and how they live...; they lived like wolves, but they were human beings.... I can't remember the name.... They hunt like wolves, but really, they're just regular people and they live in caves like woods and stuff or like in halls or dens or something.

-We learned about different religions... like Jewish [religion]... if they believed in Christ and if they believed in God and if they believe that the world was made through centuries or God made it, things like that.

b. No.

c. Sort of [No examples given]

10a. -Yes, like communist,... because we have it different here.

NON-MACOS

15a. -Yes, at the beginning of the year we were studying on the Indians; they had teepees instead of the kind of houses we had, and... the basket makers... really relied on their nuts... and we don't really have to rely on any kind of food.... How the Indians hunt, like the buffalo hunters, they catch the buffalo, then put wolf skins on their backs and all over themselves so that they look like wolves because the buffalo wouldn't worry about it.

-There were these Indians that lived real high on plateaus and they'd build a house- like there'd be a house and another house... like an apartment in old days and they made it out of stone....; They'd have steps going up and if someone came up, all they had to do is push them off... Whenever the parent's son or daughter got married, they'd... just build another room on it instead of their son and daughter moving away....

-They [the Indians] eat different kinds of food made out of bread and stuff made out of corn.

Figure V-16 Continued

MACOS

-The Eskimos... living in those ice houses; having those little things that keep the spirits away; eating raw meat ....drinking blood; eating fish eyes; blowing up the intestines, they play with intestines; ...spiritism...when they caught fish they put ashes over their eyes so the fish couldn't tell or see their friends..and they put water in the seal's mouth so it wouldn't be thirsty when they killed them; ...and when the man would make his tools, he had to go away from camp cause the woman couldn't watch him - that would be bad luck.

b. -They have their own ways; that's the way they want to live... It's their lives, not ours.

c. They don't make as much pollution.

-They just use whale fat and stuff to light lanterns instead of using electricity... They never [are] seen smoking. ....They look in better shape than us sometimes.

11a. Their [Netsilik Eskimos] food, they eat their eyes and put ashes in them and they dance around all the time and then at night they just have their ceremony. They don't clean their clothes; they talk different;.... They go to

NON-MACOS

-.......The way they caught fish; they tied a rope....or vine onto the spear and they'd throw it at...the fish and try to spear it.

b. -About New France, about them being so greedy, they had land, why can't they try to stay with the land they got?...New France, the British and Spanish, the whole North American....they were fighting over it [land], why can't they just keep what they have now?

-Them [People] living under a king, they should just be free and not be under the rule of a king.

c. -Yes, like the buffalo hunters, when they killed their buffalo, they used every part of it, but...we just throw the bones away and everything... [It's better] because they're conserving the stuff and not like wasting it.

16a. -....some people [Africans]...are just a lot different...; they eat different things than we do.... I think it's strange that they just wear a little bit of clothing and it's strange how they hunt...how they're tall and short and stuff like that, Pygmies. .....Like some of them are backward....; you just think that modem society would have got up to them by now.

Figure V-16 Continued

MACOS	NON-MACOS
the bathroom in the open; They don't take baths like two months; They be smelling and they roll their baby in the snow when it's first born so he can get used to it.	-What I think is different is some people worship..... idols and people worship communism; some people worship heroism.
b. -Yes, when they kill those animals like that and when they put their hands in cold water and when their grandmother was too old /and/ can't keep up with the other ones, they leave them behind with no food or nothing and they die.	b. -I am not saying anything against Hitler,.... ....he has to take over the world -Most things are right is what I think, maybe a few things, but it's their way and if they want to be that way, we can't stop them; they can do that.
c. No.	c. -Italy has really terrific food....and real old buildings. I'd like to see real old buildings. -Like they /Africans/ are more for the people than all for modern science...and that's better to me....
12. Data not available.	
13. Data not available.	
14a. No.	
b. No.	
c. No.	
15. Data not available.	
16. Data not available.	
	17a. -The way...King Ferdinand and Queen Isabella- I can't see...how they got all the richness. I know /how/ they got the food and stuff but where did they get the money and stuff. /It doesn't seem right that they should have money/ not when they make everybody else slave and work all the time.

Figure V-16 Continued

MACOS

17a. -Yes, like the Eskimos, the way they hunt and the tools they use... what they eat, caribou eyes and raw fish.... and the games they play... like one person stands here and the other stands here and they point to his mouth as wide as they can until they break out laughing...... The way they make their clothes, like the women always have to bite down and they ruin their teeth.... When they do their hair they take all these sticks and braid their hair around the sticks and then their hair sticks out... How they make their house.... it's made out of snow....; you'd think you'd freeze in it but they don't and their windows are made out of ice, ice windows and they have only one pane.

b. -They let their older people die on the ice... and.... if someone gets a boy and a girl, they'll keep the boy and they'll just let the girl go.

-When their kids are born, they promise them to somebody else for marriage.... I think you should choose your own.

c. -They're closer... they have more fun than we do.

-They get to play in the snow all year round.

-There isn't any pollution and they don't have to pay for anything.....

NON-MACOS

18a. -Eskimos, they eat meat all raw and go out and they catch fish real near and they get this stick, and they got a piece of bearskin dipped in blood and it makes it red down low and it's got a bear hook and they dipped it in the water and then when they pull it out, they get a little tiny fish.... Bait on the hook, I think that's strange. Their houses- ....because they probably have more time they could just leave some of them home to build bigger houses and then have the others go hunting... and they could build a place to put their dogs in too, to keep them from getting frozen... when they're hunting.... they'll be going out like nomads and then they'll hunt for one day and then make a big house... and they'll sleep in that for one night and then go on and make another one. I think that would be a waste of time, why don't /they/ just stay in one place.

b. -The story of the king, he took the other people's money ...so he could buy stuff for himself.

-It was in the Social Studies book.... It was about Africans and they lived in the jungle, I can't remember what tribe they were but... if somebody did something wrong, if they stole or they killed people, they would stone them to death... /It's wrong/ cause if they just stole, people shouldn't be killed for that; they should be put away, but not killed.

Figure V-16 Continued

MACOS

18a. -/Netsilik Eskimos/ The way they eat....their customs like putting ashes on the eyes, or their houses; they always travel around.

-/The Russians/ dont' have any ice...and you had to be 18 before you can learn about any religion and by that time...you don't have any interest in it...and the government...made all the churches close.....

-in Japan, when they take off their shoes /when they enter the house/....they only had about three different kinds of shoes and everybody either had those kind--they didn't have a whole bunch of different varities...... And the the people had a public swimming pool which everybody goes into...they all take off their clothes and just go into one swimming pool and they just wash themselves... They use...that night soil for...their regular crops and if you want food, that's been used in night soil instead of whatever they use, you have to boil it. . The kids don't have any toys of their own; they always have to share.....

-The customs, I don't think they are wrong, if they think they are right. The custom of killing people and eating them.

NON-MACOS

-...King Kumayamaya...the king of Hawaii, ran a whole bunch of people off that cliff...He killed them all.

c. -Some of the Indians...still live and they don't go buying a bunch of junk and they can just go get it; they can hunt for it; they still use the old ways; and they have a lot more stuff to last them longer...... and then...natural resources...doesn't get used up so fast.

-Like the people in other lands, they just have things better than us, like there would be no war over there....

-The people in Africa, they don't have stores, so they just go out in the jungle, pick up something and then go back home. We've got to go to the grocery store and spend all this money to do it. I don't know if I'd really rather live in Africa, but it seems they're doing better than we are, some of them.

19 a. -If this murderer killed, like a son, then the mother's side of the family...got to kill the murderer's family and then the murderer's mother's family could and then it just kept on going and going.

Figure V-16 Continued

MACOS

c. Buddhism...because they're so solitary...they look on the bright side of things......

-In this one country they had all these houses line up real close together, in front. they had this radar thing; they were hooked up to the sun and they were fixing their dinner by the sun's heat and... I think they shouldn't build regular houses...that use electricity...; they should use one that uses sun for [energy]

It's [Japan] got all these tall buildings and then these beautiful trees right next to it and...the way they eat, I mean, it's so comfortable; they got these things on and they got these cushions....

-I like our country better than any other country that I know of...

-I think that there's got to be... a better country than America because you can go to (a city) and you'll find trees, but you know they've got cancer and they're all wilted and...the dishes are black...

NON-MACOS

b. -...they [not clear who they are] talked about old people being killed because there's an overpopulation of old people... It' wrong to me because if they want to die, it's not somebody else's will to kill them. It's God's will to kill them.....

c. ...there's nobody ahead of everybody else, because, maybe China thinks of something and then the Americans copy it....

-I would like to live back in the 20's because I don't like this inflation stuff...horse and buggy times.

-I [would] also like to live when they had the dresses back there and their bobby socks...because I thought that was neat [in the 50's]

Figure V-16 Continued

MACOS

NON-MACOS

19a. -Yes, when the Eskimos eat the eyes of the caribou. (Another students adds: "But that's not really strange. It's a belief of theirs. It's their custom.")

b. -About the [name unclear] -they're a little weird to us; we are a little weird to them... They make their own tools, we do that, but they chop down a tree and make them out of the tree and..we don't do that.... The way they farm... it's very primitive to us....

-and about killing animals. The Eskimos kill animals for the skin, but I guess they can do that because they got to keep warm with the skins.

-...I think it's cruel like the Eskimos have - I guess it's their culture - like the one man who gets his two thumbs and goes like that in the mouth and they each pull as hard as they can and... It's a game to see who has better willpower and who can control themselves.

c. -...The Chinese people had to take off their shoes before they go in the house and I think that's good cause if we do that, then we won't get our rugs all dirty and we don't have to vacuum that much.

-I also think it's great that the Eskimos can survive without any money....

Figure V-17

I'd like to ask you more about the things you did or learned last year in Social Studies. I'd like to get a list of all the things you did or learned that you thought were especially important, and tell me why you think so.

MACOS

1. We studied about baboons and Eskimos and salmon...and herring gulls...how the Eskimos survive in the cold weather ....It wasn't very important, it was just neat. (Other students thought it was important because: "...if anybody would ask you that in the future or something...you'd know." "cause you got to know what other people are like around the country.")

2. Eskimos...so we know how different people live.

   -Baboons, apes, chimpanzees...when you get older you might want to...watch animals, study animals (like Jane Goodall)....

   -Salmons, how they got upstream and some don't make it.

   -Seagulls....

3. The Netsilik Eskimo...because of the way different people live.

   -About the animals of the jungle, about the baboons and how they lived...to see how different animals live in the jungle.

NON-MACOS

1. When you study about the new era with the Pilgrims and the Englishmen came over there and started the colonies...because if they hadn't come over here, we wouldn't have no United States....(Students add more details of American history they learned. The question of importance is repeated several times and someone finally answers that "it isn't" important).

2. Slavery...I'd just like to know the background of Black people.

3. We drew maps.

   -We studied a lot on the Bicentennial....We're going to have a lot of that next year in ________ grade.

4. Different beliefs of people, different customs....We studied on people from India and Middle East and Europe and Russia....If you met one of those people, you'd have to know what they're like and if you invited them to be a guest at your home, you'd know what they like and stuff ....In Russia...where they won't be able to come out of their countries, you learn why and I think that's pretty important.

Figure V-17 Continued

MACOS

-The different kind of foods the Eskimos ate like fish eyes ... and raw fish because nobody would ever know about it /otherwise/.

4. Plays about America's history...because you'll know your country...and you also learn how America's been struggling ....Because sooner or later we're going to have to study it and also the Bicentennial is coming up so we're going to have to know what the people are talking about when they talk....

   -We'll need it later on when we get older...cause you have to take a test and in the _____grade, if you don't pass it, then you can't go on....

   You have to pass this /State/ test....It's nice to know how your country started.

   -...how to do reports...because you have to do them later.

   -...other countries...you want to see what they do if you go over there....

   -We learned how to read maps...if you can go someplace, you have to know how to get there.

NON-MACOS

5. Data not available.

6. I can't remember.

7. The map...because if you're going on a trip...you got to know where you're going.

   -The different ways people live...so if you want to go there you know how to act.

   The Indians, how they lived.

   -The early settlers so when you get to a high grade and they ask you about the early settlers, you'll know more about the early settlers and how they lived and all.

8. Data not available.

9. Last year we studied the Middle East and...it helped a lot this year because we're studying it again.

   I think we studied longitude, lattitude and geographical forms...and it's helping me a lot because we're doing it again this year.

Figure V-17 Continued

MACOS

-We learned how to graph....that's important because if you have something like stock...they make graphs on it....you'd have to know how to read it....or if you're going to do a report, you can do that in your report, make a graph.

-We learned about other people's beliefs...and I thought that was important because you got to know what's going on in the other world besides yours.

-...animals.

-We did Man: A Course of Study....

-...We had the...Data bank.

5. How to use maps because this year we're learning more about maps and about elevation....

-Animal behaviors and people behaviors...because in a lot of ways animals are like people and in a lot of ways they aren't.... It's just kind of neat to watch them, how they ...care for their families and...how they get food and it's more or less the same way we do stuff and how we keep our families....

-About how people lived...it was just interesting.

NON-MACOS

-Different customs of people, different ways they live; it gives you the idea of...the types of countries they come from....

-Their religons.

-Government.

10. Folktales.

-Economics...about wasting your money and what to spend on it....

-...how Chinese people live.

-Making maps.

-Johny Appleseed.

-We also started graphs.

-I though religions was pretty important because everybody used to go around calling everybody a Jew.... (Another student disagreed about the study of religion and notes: "We didn't really talk about our religion; we talked like how people celebrate customs....Like the Ukranians...they don't have a Christmas tree....That's what we studied, not like Jewish or Christian. We didn't study things like that....)

Figure V-17 Continued

MACOS

-Other peoples' feelings....If you see somebody that has different opinions or different lifestyle than yours or believes in different stuff then you shouldn't mock what they believe because that's how they are brought up to believe.... They might think that our customs are dumb...but that's how they were brought up and that's how their belief....

6. About Apollo 9.

-About Eskimos and other things like that...what they do, what they believe in....I don't know /why it's important/ I was just interested in Eskimos....

-About the salmon...when they're first born they go down the streams and then when they get ready to lay some of their eggs, they go back up and then after they get done, they fall apart..../It is important/ to learn about nature.

-About seagulls...they pecked on their mother's beak... when they wanted food....It's born inside the little chick, stuff the mother didn't teach him.... Nature taught it stuff....

7. Data not available.

NON-MACOS

11. Not much....It was boring really.

12. We talked about careers and it gave you a better idea of what you might want to do when you're older.... It's a good time to start /looking at careers/.

-We also...learned about different people and their customs...around Christmas time; Everybody gave a report about one country....It gives you insight to what other people think....Maybe you won't be discriminating against other people.

-We learned about different foods of different countries....

-...We learned lots of stuff about all of South America ....Someday you might want to go down there...and might drive on the right side of the road and smash into somebody....

-We learned about /our state/....We got to see how these /settlers/ came over and said, "This is where we're going to live." We still got some of the old customs, but most of them have grown up and changed. /It is important/ to know what's been going on before your time.

Figure V-17 Continued

MACOS

8. Data not available.

9. Data not available.

10. Eskimos...because you learn how they live and what they do and...you think of how we live....

-Baboons....They're like people....

-Salmon and seagulls...with seagulls, if they didn't eat some of our trash, the place would have too much....It would help us to learn about our environment better.

11. -...We learned what people thought was wrong and right.... You have to know what your own opinion is and why it's important to yourself.

-We learned if we could stick to our own opinions or if you just went with the majority cause if a whole bunch of people were going for one thing and you were the only one, you might change, but we were seeing if we could...stick to our own.

NON-MACOS

-Yeah, like Cortez and those guys came over and robbed from Montezuma and the Aztecs and all those guys and I think that was important to learn about because I guess I wanted to learn about it because they made some really neat stuff. They made temples and made gold stuff, some of the weird theories they had about guys from space coming down and landing on the temples....

-...learning how to make the maps and what the ridge is and how to measure altitude....

-I like art a lot and in some...films....they told us ...about the Mexican art and how beautiful the...buildings ....They've got all sorts of mosaics....I thought it was important because I like art a lot.

-...the ways that they get natural resources out of... trees, like latex from rubber trees....

-....We were studying about /a South American city/ ...and the way they live there....Some of the things you learned there....You think they live in old primitive straw huts,...but they live in pretty civilized things....

Figure V-17 Continued

MACOS

-Cooperation of animals. It's important to find out how they cooperate so we can find out if we can cooperate....

-How to get along with others...cause you got to have that all your life.

-Behavior of animals...how they live and what foods they eat and I guess it was interesting, you got to learn that.

-We compared man with animals...to see how we're different from animals.

12. Baboons, salmon, gulls

-We did a chain of life.

-We compared...man to animal like how they live.

-A life chart...life cycles.

13. Data not available.

14. We looked at pictures/movies/ last year....We saw them /Eskimos/ eating fish eyes...that was a food...that was a treat to the Eskimos....

15. Data not available.

NON-MACOS

-What I thought was neat about South America was the way they get the fruit....I didn't know bananas grow in trees....I thought you could just grow them here but it's not moist enough and hot....It has to be real humid and foggy.

-We had this really neat thing. We all got in a circle and we talked about the feelings of everybody....You could really get your feelings off your chest...and if you were mad at somebody, you could just tell them how you felt and they...wouldn't just get all huffy and they'd understand....

-We did map reading....To figure out where you're going if you have to /move/ around.

13. Data not available.

14. Data not available.

15. Mostly we learned about the Vikings and Columbus.... and who discovered America....because we didn't know about it.

-We made...murals....

-who discovered the airplane and who made the first balloon....

Figure V-17 Continued

	MACOS		NON-MACOS
16.	The animals ..and if one got hurt...you could help it, then you should know about it. -Cultures - Eskimos, Cromagnom man, Hopi Indians.... /It is important/ if you visit there...to learn about different cultures...so you can compare their cultures with our cultures. -We watched a movie last year; it was called __________, and it was about how the animals are going to extinct. /It was important/ to help preserve land and stuff, so that we wouldn't waste the land and...so that most of the animals could live and for people to stop killing animals.	16.	Customs of other people...different people.... You can learn what more people do and things around the world and why they do it.
17.	Data not available.	17.	Data not available.
18.	Data not available.	18.	Other people's beliefs....so you won't think they're wrong if you have a different belief.
19.	...Learning about all the different animals and the Eskimos ...just to know what other animals and the Eskimos are doing and how is it different.	19.	Data not available.

Figure V-18

Were there things you did last year that you miss doing this year in Social Studies? Anything else?

MACOS

1. -A lot of drawing... We don't do any art this year.

-Studying about the animals.

-We don't have as much reading outloud as we did this year. (disagreement from another student.....)

-I miss the class discussions.

2. Data not available.

3. Data not available.

4. -The Eskimos killing the seals.

-Making the maps....

5. -We have group conversations, but they're not as good [as last year's] ....They're about questions but in the other class we had them about like a whole period.

-I miss studying baboons.

6. Data not available.

NON-MACOS

1. -Group discussions

-to work in groups

2. -Not really.

3. -No.

4. -Last year we had to make our own projects....

-I miss all the activities we used to do. [making things, ...other people in different countries]

-[Field trips]

-Last year we got to do what we wanted to do but this year we have to ...do one specific thing, like last year when we were studying Mexico, we made our own....... and we made our own.......but this year we have to follow a certain [guideline] and last year we didn't

5. -all the group discussions...you had more time to state your own opinion and you got to hear what everybody else thought too.

Figure V-18 Continued

MACOS

7. Last year we did a whole bunch of projects like make stuff . . . make little jungles. . . .

   -. . . last year /the teacher/ taped on like the TV thing. . . and had some shows. . . and this year there's not as much equipment and it's not as interesting.

   -Studying the baboons and making the jungles and watching all the movies about them.

8. Data not available.

9. Discussions.

   -Last year I felt more close to everybody because we learned more about ourselves and things except this year . . . you don't work with anybody else but yourself and a few other friends.

   Slambooks. . . . It had 14 questions and. . . you passed the book around and everybody had to sign like their opinion on all the questions. . . and you could read what everybody thought.

   -Last year. . . we didn't have to. . . sit in desks in certain places, we could just sit anywhere. . . .

NON-MACOS

6. Data not available.

7. We don't do any more political science and economics.

8. Making projects (like building little models of cities and countries).

9. No.

10. Data not available.

11. Data not available.

12. Last year we studied a lot on the oceans and what lived in oceans. . . . I'd like to go back into that.

13. Data not available.

14. Having class discussions.

    -Seeing films. Last year we saw a lot of films about the places we would discuss and study and this year we just look in books and you don't really get a good idea of the country.

Figure V-18 Continued

MACOS

10. Watching films.

-And last year was more discussion

-Making projects and stuff out of clay with sticks and stuff

-It wasn't so boring; there's moving around.

11. Playing games... yeah, play acting and you're supposed to like play baboons... or acting out things... see if the class can guess what you're acting out.

-Watching movies.... We saw a lot of films about the Eskimos too.

-Reading easy books and not writing so much.

12. Data not available.

13. Yes, learning about other people and their customs....

-I miss... like this year we don't have very many big discussions and I like having big group discussions and reading outloud....

NON-MACOS

-This year you don't get to do reports... and you don't learn much from other- what other people learn....

-... last year we got in little groups or we did the work by ourselves and we studied all about the countries and we got our reports together and got more information from everybody giving their reports.

15. I didn't /̲ miss anything/̅.

16. Data not available.

17. Data not available.

18. Data not available.

19. This year we don't work on maps... like we did last year.

/̲Studying/̅ about people in Africa.

Figure V-18 Continued

MACOS

NON-MACOS

14. Well sometimes having discussions about the stuff. We've only had one this year and last year we had about... seven....

-We did more reports and more drawings.

-I miss the creative stuff [art work, bulletin boards].

15. Making things, we don't get to make anything.

-They don't have art(Yeah, like those animal things we made and their environment).

-Less movies.

-I liked the discussions last year. We don't get to do that now.

16. Last year we used to study about things today, but [now] we're studying about ancient and modern things (Inventors like Thomas Edison).

-...We had...creative writing. We had to pick out a book, read through a whole book and then make a report after it.

Figure V-18 Continued

MACOS	NON-MACOS
17. Data not available.	
18. Data not available.	
19. I liked studying Eskimos...cause they do different things and different ways of living.... -Games. -Last year we did our career about what...how we were-what we're going to do....	

FIGURE V-19

Last year in Social Studies did you ever study or discuss anything that the kids got really excited or upset about? What were those things? What happened? Did it change kids minds about anything, for example?

MACOS	NON-MACOS
1. Data not available.	1. Data not available.
2. ....The Caribou, when they /Eskimos/ were killing them they put their hand inside the bones... just to get the steak. They /the students/ closed their eyes; they said "Oooo" and stuff like that. They ate seal and all the seals' heads and ....intestines and the people drank seal blood and put ashes over /the/ eyes. -Near the end last year. we were studying more about environment and that's when we started talking about 'they were killing reindeer.... They /the students/ were mad. No, / kids did not change their minds/.	2. ...We got excited and then we got all upset because there were a few people that kept talking and we couldn't do it. -Everybody got excited when we were going to...make those robes and maroccas....
3. Data not available.	3. Data not available.
4. We saw this movie about the Eskimos and /a student/ got really sick cause they were cutting up all kinds of things that they like to eat.... The teacher said "calm down." Everybody kept saying "ooooh look at that, they're cutting that part out...."	4. ...We had a movie about the humane society. There were parts where the garbagemen...found a bunch of little kitties in the trashcan and...when they dumped the dogs in the street or something when they don't want them.... It's really sad.... They bring them to the humane society ...there's no more space for all the other Pets ...no one else likes the other ones, so they have to kill them. / We had/ an hour long discussion about it. -...Crime...robbery...assassination and things like that. I guess we just discussed it. -We sort of got really nosiy...when we did that thing on the countries and the bulletin boards....

Figure V-19 Continued

MACOS

5. ...Eating like in the Eskimos, they ate fish eyes and cut open the seal and everybody got sick....Everybody goes "ooooh."

6. Discussions mostly....

7. When the Eskimos cut the animals open, everybody would scream....They ate fish eyes...when they got too old to walk, they'd just leave them behind....They /the kids/ didn't like their kind of lifestyle compared to ours. No, /it didn't change anybody's mind/.

-Baboons...everybody would laugh when they'd put up their tails.

-When they slaughtered that caribou in the movie, a couple of kids ran out of the room and went upstairs to the bathroom.

8. No except some of the girls when they're skinning a caribou turned around.

-They were cutting the seals open....They would get fresh eyeballs right from the fish.

NON-MACOS

-Cannibalism, when that plane crashed in the /Andes and people ate each other/. /We/ talked about it... found articles on it and magazines and things about it.

5. Data not available.

6. Everything was boring.

7. No.

8. Data not available.

9. Data not available.

10. We had a movie on animals and the shelters...and what happens to them/the animals/ when they run away and everybody in the class was crying, all the girls and everybody was running out of the room, but when we came back through /the teacher/ goes though "I bet you guys, I know you're all upset and everything, but I'll bet you, you'll say...you're going to do all these great things and it won't happen," and we did, we said all we were going to do and all this stuff, and we didn't do it. .....You see the movie, you get upset about it and then, a couple days you think, "Oh well, it's not that bad"....

Figure V-19 Continued

MACOS

9. When we studied the Eskimos....We studied how they left the old people out to die...no one liked that.

-They showed the seals being killed and torn apart and a bunch of weird games that the Eskimos did.../It/ kind of grossed them out, but I liked it. I don't know /if the kids changed their minds/.

10. Data not available.

11. Different feelings...we had discussions on...problems in the room and discussed them and tried to work them out. Yes /it changed kids minds/.

We had a play....We had a debate,...we really argued.

-When we studied the 13 colonies, I didn't think it would be exciting, but then when we started it, it was.

-...We discussed if we thought it was right or not to sue somebody for doing something to them....I think a few changed their minds.

NON-MACOS

I don't think /it changed anybody's mind/ (Other students add: "It made you think...and I never thought of it that much before, so...after that movie, I really thought about it." "We did not want to take our animals to the...animal shelter.")

11. Last year we used to bring some records or...radio we could listen to them /people from other countries/ talking and their kind of music.

-Seeing the filmstrips because on the film, it told you about the country's religion, how they dress, what kind of foods they eat, and what kind of recreation they like....

-We're kind of used to our customs or what we like to do and we were thinking about if we had to live in Russia, how it would be to us to have to just stay in that country; You wouldn't be able to travel or anything.

12. Data not available.

13. No.

Figure V-19 Continued

MACOS

12. [The teacher] kind of asking you private questions.... It would embarrass you sometimes.

-Whenever...we're going to [go on a field trip] everybody starts getting excited.

13. Data not available.

14. ...The gross things when they [the baboons] catch their food and they tear it apart.

-We studied the gulls, how they regurgitated....

15. ...The Eskimos, they were eating raw meat. [The kids] just laughed.

-...We'd have a filmstrip...on them making ice cream and then this guy was eating it real fast;...it showed a ... human being eating a banana; they showed an x-ray camera just on him and showed how he swallowed all the food and stuff....They went "Oooh"....

NON-MACOS

14. ...doing the stuff on jobs...there were different jobs the...kids got [emotional about].

-They did get excited when we were discussing cause they didn't agree with one person and everybody would start shouting at each other.

-Last year, we had a man from the animal rescue league come out and talk to us. He said they had to kill their dogs. A lot of people really got upset about that....We really wanted to help them....Then we went out and took a survey, a pet survey....We donated stuff for the animal rescue league....We'd be able to help the animals.

15. We used to get upset when that lady used to come in there and sit in the fish bowl; we had this circle in Social Studies and we had to go and sit in the middle and we didn't want to be in the fishbowl and everybody used to get mad. We'd have to have a classroom meeting.

16. No.

Figure V-19 Continued

MACOS

16. No data available.

17. We were studying the Eskimos; we got upset when we saw them cutting up seals and everything, all that junk coming out...Well /the students/ wouldn't watch it sometimes.... The girls would get upset when the Eskimos would take out the organs of the animals and then put them in their mouth and you'd hear the crunch.

-It was exciting about some of the things we saw like the salmon, how they build water ladders and they had films on them and it was fascinating the way they went up....

-And the baboons, about how quick they could get away from man when they'd go to kill them; the way the baboons had their system, like there was a male, 2 males, juveniles, and the females....It was really neat how they had their system working.

...The girls got upset...when the bears ripped the fish apart....They wouldn't like to see the caribou suffer. The Eskimos would circle around them and make them keep going in circles, poking them with spears....They didn't get sick or anything, everyone was just going "ooooh" ....We discussed...why they had to do it.

NON-MACOS

17. Sometimes, economics a couple of times.

18. Aeronautics....We studied about aeronautics and how planes...go up and down; we had a paper airplane contest.

19. We got into a big discussion about settlers....People were saying that Leif Erickson discovered America, but everybody said Columbus did.

-.../Films ?/ showing us about the young people and how they died...in Africa, I think. (Another student thought it was the Middle East.)

Figure V-19 Continued

MACOS	NON-MACOS
-When the salmon spawn, when they go up the streams, they rot and their skin slowly falls off and they just turn all white and they float and sink.... It was really gross.	
18. Data not available.	
19. Data not available.	